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ABSTRACT

This document contains an overview of the Research for Better Schools (RBS) model for experience-based career education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 446 and CE 018 447.) Divided into eight sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the RBS model by explaining the following elements: basic approach; program components; community participation; and staff roles. Section 2 discusses the planning and implementation of the career exploration program. A sample career exploration activity is described in section 3. Section 4 contains the forms which illustrate the procedures students follow in the career specialization activities. The Academic Resource Center, which is an integral part of the RBS/EBCE program, is described in section 5. Group discussion and other guidance exercises are discussed in sections 6 and 7. Finally, section 8 presents the "Learning Style Questionnaire," which is used to identify the learning environment appropriate for the individual student. (BM)

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OVERVIEW AND STUDENT ACTIVITIES FOR THE RESEARCH FOR BETTER SCHOOLS MODEL

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EXPERIENCE-BASED CAREER EDUCATION

RESEARCH FOR BETTER SCHOOLS MODEL

The enclosed materials are excerpts of student-oriented activities from the Research for Better Schools model. These activities may be helpful to teachers who are interested in exploring ways to have students become involved in experience-based career education.

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EXPERIENCE-BASED CAREER EDUCATION

Although Experience-Based Career Education (EBCE) is a fairly new program, the concept behind EBCE is older than the formal school setting. At one time, the community was the school. EBCE seeks to re-establish that vital interaction between youth and working adults and the correlation between the classroom and the community.

EBCE goals are accomplished through a "blending of academic, vocational and general education into a total learning program. Learning activities in the community are integrated with classroom activities."

Through an individualized program, EBCE students gain hands-on experience with actual job tasks in a variety of community occupations. Students gain knowledge in a broad range of subjects as they confront real work situations in the community.

Although EBCE emphasizes general rather than specific job skills, students learn to appreciate the relationship between those job skills and academic subjects. They not only learn subject matter but the application of that subject to the world of work.

Through carefully planned, supervised, and evaluated "community classroom" experiences students explore new dimensions of themselves. They learn about potential careers and how to make informed career decisions.

In EBCE, the role of adults, both community participants and EBCE staff, is to:

- Help students become adults;
- Help students learn HOW to learn;
- Help students think for themselves;
- Help students make decisions and solve problems;
- Help students work with others;
- Help students keep their commitments; and
- Help students seek guidance and assistance when they need it.

A variety of adults in the community with diverse backgrounds and expertise act as colleagues in the educational process, serving as models and sharing their skills and knowledge with students.

Four Models. In 1971 Sidney P. Marland, former U.S. Commissioner of Education called for the development of alternative but comprehensive career education models that could be further developed and implemented by education agencies. Through the United States Office of Education (USOE), the following four career education models were developed:

- School Based Model
- Employer Based Model
- Home-Community Based Model
- Residential Based Model

The Employer Based Model became what we now call Experience-Based Career Education.

In 1972 the National Institute of Education (NIE) selected the following four educational laboratories to develop and test pilot versions of Experience-Based Career Education in different areas of the country:

- Appalachia Educational Laboratory (AEL)
  Charleston, West Virginia Demonstration Site: Charleston, W.V.
- Far West Laboratory (FWL)
  San Francisco, California Demonstration Site: Oakland, CA.
- Northwest Regional Educational Laboratory (NWREL)
  Portland, Oregon Demonstration Site: Tigard, Oregon
- Research for Better Schools (RBS)
  Philadelphia, Pennsylvania Demonstration Site: Philadelphia, PA

Although the four Laboratories applied different strategies in developing their own versions of EBCE, they had to work from a set of common guidelines. The programs were:

- To be individualized,
- To extensively involve people and facilities in the community in the development and operation of the programs, and
- To provide a balanced program of academic and occupational learning for a cross section of high school students.

In June, 1973, EBCE had its first graduates. Since their inception, the four educational Laboratories have developed a number of common characteristics:

- An organizational structure involving people and facilities in the community as a principal resource for student learning and program development;
- A method for identifying and analyzing learning activities available for students in the community;
- Assessment procedures to identify and update student interests and abilities as a guide for program planning and individualization;
- Combinations of the roles of teacher and counselor, including some sharing of these roles with community participants;
- Program activities to provide students with opportunities to explore different career areas toward student clarification of career choices and needed preparation; and
- Guidance and instructional activities to help students acquire competencies in dealing with problems and decisions of adult life.

EBCE differs from most alternative secondary school programs because it emphasizes balanced academic, personal, and vocational development with career related activities for all students. The career emphasis also differs from existing vocational programs in the following ways:

- Emphasizes career exploration, with site and job rotation, in place of single work experience;
- Emphasizes the development of general rather than specific career skills;
- Targeted to all students;
- Combines academic and personal learning objectives with community experiences;
- Allows students a major role in developing their own learning objectives.

EBCE in Illinois. The Illinois Office of Education, Department of Adult, Vocational, and Technical Education, was the recipient of two federally funded EBCE projects, one through United States Office of Education (USOE) and the other through the National Institute of Education (NIE). The USOE project involved these three (3) local districts of varying sizes and student enrollments: Sycamore, Joliet, and Decatur, in implementing, evaluating, demonstrating and disseminating EBCE. Through the NIE contract, Illinois was involved in developing a plan for implementing EBCE statewide.

The following materials present an overview and student activities of one of the EBCE models. As a person who may be interested in EBCE, the enclosed materials will be helpful to you in becoming familiar with some of the essential components of the model. The intent of these materials is not to give you a complete understanding of the EBCE model but to highlight some of the important features of the model and to have you engage in some of the activities which students would have to complete as part of their EBCE program.

SECTION ONE

EXPERIENCE-BASED CAREER EDUCATION: RESEARCH FOR BETTER SCHOOLS (RBS) MODEL

Basic Approach

The RBS/EBCE model is an alternative education program which focuses on high school students in grades 9-10. The program helps students develop life goals, career choices, and post-secondary plans. Students spend approximately 20 percent of their school week in the community, where they expand their career development through explorations (a series of group mini-courses held at community resource sites) and specialization (a program of independent study projects). Through interaction with the community and economic sector, students have a better understanding of world-of-work and are better able to establish more realistic education and career goals in grades 11 and 12.

The RBS/EBCE model has the following basic benefits:

1. facilitates transition from school to outside world.
2. emphasizes the collaboration between school and community as educational resources.
3. involves the school directly in program reorganization for improved education applicable for all students.
4. includes individual as well as group instruction.
5. expands student experiential learning opportunities through career development.
6. integrates career exploration and academic skills.
7. establishes guidance as a built in student support system.
8. supports ongoing evaluation of program effects and developmental issues.

The program is a primary means to provide "inputs for decision making." The program addresses those decisions all students must face as they pass through the academic environment preparing themselves to interact with higher levels of education and/or the economic sector as a focus for employment.

Program Components

Three interrelated components form the RBS/EBCE model: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER (see Figure 1). The program introduces these components into the secondary school curriculum, and half of the students' courses and/or scheduling is based on the parent school requirements and schedules.

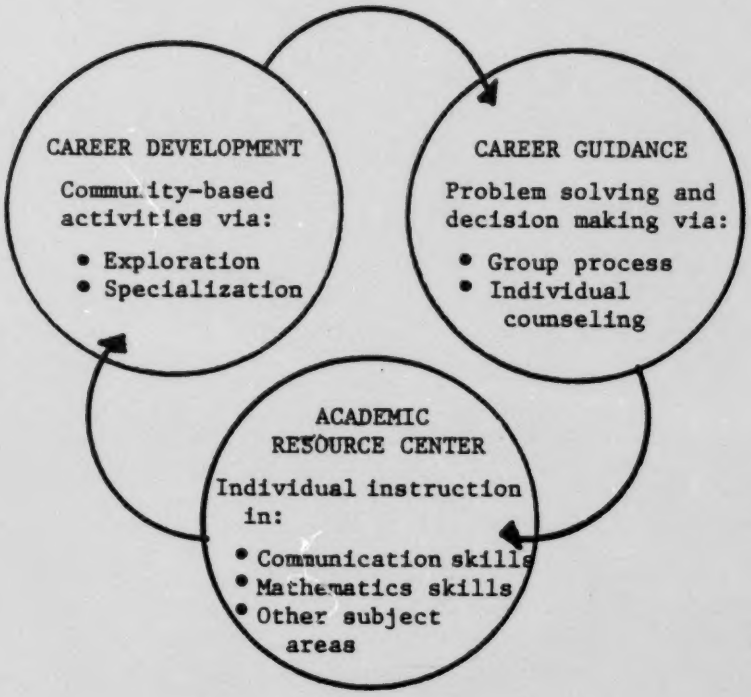


Figure 1. Three Interrelated Components of RBS CAREER EDUCATION

The most visible component, and the one that distinguishes this EBCE model from other educational programs, is CAREER DEVELOPMENT. It is this component that directs students into the community for contact with working adults and for career explorations. Cooperative school-community relations are important if resources for these activities are to be identified and recruited. By involving community resources in planning and operating instructional programs, the school must make a number of basic organizational adjustments such as scheduling, academic credit, transportation, and staffing for program supervision and community liaison.

While the school staff are responsible for the instructional design of student activities, community participants offer appropriate content and available resources in the form of supportive staff, equipment, and settings. This cooperative process is an important means for establishing a responsive working relationship between the school and the community.

Instructional activities are planned for each student within one of two contexts of CAREER DEVELOPMENT: Career Exploration or Career Specialization. Career Exploration is a series of mini-courses designed around group and individual activities that are planned and conducted at community sites. Each mini-course, planned around a cluster of career

areas, is offered either as an elective or as a substitute for required social studies courses. The scope of the courses depends upon the resources available in the community, but on the whole, the purpose is to acquaint students with a broad range of career opportunities.

School staff, functioning as counselors or coordinators help students plan their EBCE program. Students choose the career clusters they wish to explore by going through a Career Exploration Catalog and making a first, second and third choice. Over the course of a year, students usually explore three clusters (spending an average of 12 weeks on each). In this way students are usually able to explore all three of their choices during the year.

Career Specialization is a program of independent study projects constructed by students to increase their understanding of a specific career area. Working individually with school staff, students draft preliminary project outlines and identify community people and facilities to be involved. Each student then negotiates a specific learning contract with the community participants. Projects may be oriented toward academic research, social service, or particular career skills and can vary in length from a few months to a full year. All students complete at least one Career Specialization and are encouraged to select projects that satisfy both academic and career development objectives.

Instruction and facilities for Career Exploration and Career Specialization are provided by community participants with assistance from the school staff. Since these activities are designed as learning experiences, students are not paid for their participation. They are at the community resource sites at least six hours per week for Career Exploration and Career Specialization activities throughout the school year. Because this component focuses on career development objectives, the exploration and specializations emphasize career awareness, student-community interaction, student responsibility, and the acquisition of general career skills.

CAREER GUIDANCE is the second major component and it orients students to RBS/EBCE and helps them correlate their job-site activities with personal and academic interests, needs, and skills. This integration is accomplished through structured group and individual learning sessions. This component is designed to help students interpret their academic and career-related experiences. This component has three aims:

1. Meeting personal development and program participation requirements (e.g., selecting and scheduling courses) through individual guidance.

2. Developing skills of self-assessment, problem solving, information processing, and peer interaction in group guidance sessions.

3. Correlating student career education activities with the school's existing program.

Group guidance sessions serve as both an instructional setting in which to learn and apply problem-solving skills and as a form in which

students can share information about community learning experiences. They can deal with problems in using community resources effectively. Initial sessions (usually one or two hours per week) are designed around a process skills curriculum--The Career Clarification Program: A Problem-Solving Approach--which has been designed primarily for students in their first year of the program. It teaches procedures for self-assessment, organizing information, clarifying values, and decision making in the context of basic problems encountered in the program.

The ACADEMIC RESOURCE CENTER is the third major component in the RBS model and it provides for basic skill development in English and Mathematics through individualized materials prescribed on the basis of diagnostic testing. By utilizing student experiences at community sites and guidance sessions, the ACADEMIC RESOURCE CENTER can key its skills work to the individual interests and needs of the student. Given a variety of materials to choose from, students develop process skills in career-relevant, interdisciplinary activities based on their personal readiness levels. They may create their own learning contract or follow curriculum guides in using resource-site, locally developed, or commercially produced materials.

Student self-direction is encouraged in the RBS/EBCE program and is especially evident in the ACADEMIC RESOURCE CENTER. For example, students may discover a lack of needed mathematics skills on a particular job site and may write a contract with the teacher to achieve those competencies. In addition, the staff are aware of student activities in all three components and continually develop learning programs that enhance one another. Center staff also work with regular school personnel to develop projects that will satisfy credit requirements.

Students satisfy basic competency requirements in academic disciplines by gearing their work to real-life needs that they encounter in other activity areas. By engaging in task-related activities, students experience increased motivation for achieving on a more sophisticated academic level and for improving skill deficiencies.

Interdisciplinary teachers in the ACADEMIC RESOURCE CENTER coordinate student's skills work with CAREER DEVELOPMENT and CAREER GUIDANCE activities so that there is continuity (and thereby greater possibility for building upon experiences) among the three program components.

All three components of the RBS CAREER EDUCATION program utilize individualized instruction, project methods, group and individual activities, exploration, and process approaches. The program appears to work best when the component parts are highly integrated with one another. When the staff work together as a team in planning and implementing component activities, students benefit from a network of integrated, meaningful experiences.

The three components introduce new contents into the school program. The program relies on the use of personnel and facilities outside the school and a strong school-community working relationship. It is, however, a highly flexible program, capable of adaptation to a number of

different communities and student bodies. The RBS/EBCE program is meant to fit the circumstances of the particular community and the school district attempting to implement an experience-based career education program. It is meant to meet local community concerns with local community resources.

Community Participation

The RBS approach to EBCE requires community participation for four basic tasks:

1. leadership in developing public support for the program and initially recruiting participants.

2. leadership in defining and designing career exploration and specialization opportunities and revising them as necessary.

3. filling instructional roles for career exploration and specialization courses (program staff retain supervisory roles).

4. helping the schools organize and develop an administrative mechanism for fostering ongoing community participation and assuring effective use of community participants.

Program staff identify persons, resources or organizations such as Chambers of Commerce, business or labor groups or a group of influential citizens that might be interested in working cooperatively with education. Such persons and/or organizations identify potential resource sites and suggest how to access those sites. Program representatives then carefully articulate their needs to resource site staff. A policy commitment to participate in the program is made at the management level and one person within the resource site agrees to meet with school staff to begin planning for program involvement.

The RBS model organizes a resource site into the two experience levels: Career Exploration where groups of 10 to 15 students are involved in preplanned field experience activities within career clusters they select. These explorations enable them to see a variety of careers during the school year. The second level of site usage is Career Specialization, which consists of individualized, in-depth experiences and hands-on activities for students after they have completed explorations.

The range of career options provided by the RBS/EBCE program depends on the number of employers and community resource sites recruited for the program. RBS/EBCE seeks to give students opportunities to sample as wide a range of careers, occupations and job functions as possible. To do this, students' exploration activities are organized within clusters of careers and occupations. Each term the student selects a career cluster for which employer/community site experiences have already been planned by program staff. If the student becomes particularly interested in one job, site or career while completing group exploratory experiences in a given cluster, an individualized specialization placement can be arranged to allow the student more substantive participation in those activities.

The RBS/EBCE program has a community advisory group that maintains a working, cooperative relationship between the school and community. The advisory group serves several purposes, including helping to promote public acceptance of the program, aiding in recruitment and maintenance of community resources and organizing support for continuing program development. The advisory group consists of representatives from business and industry, labor, the community, parents and education.

Staff Roles

The RBS model emphasizes the use of existing school staff with some modifications to fill the following EBCE roles:

1. Program administrator--managing the program; maintaining relations with the host school, parents and students; providing leadership.

2. ARC teachers--responsible for instruction in the Academic Resource Center.

3. ARC aides--providing clerical support for the ARC teachers, maintaining student files, scoring student workbooks and organizing materials and equipment for use.

4. Counselors/resource coordinators--responsible for conducting guidance groups, developing career development activities and training community participants.

RBS/EBCE requires personnel who are skilled in working with resource sites and people, counseling students individually and in groups and facilitating learning, rather than serving as "teachers." With adequate orientation and training, existing school staff have been able to restructure their roles to meet program needs.

The RBS model is integrated with the regular school schedule. The model uses the strategy of working closely with school administration and department heads to develop staff support for the program. When students are in school, they follow the same rules and procedures all students follow.

Summary

Students remain on the rolls of the high school and they are required to earn the same number of credits all students must earn. However, their credits must reflect career development, career guidance and basic skill development as well as prescribed and elective courses.

The RBS/EBCE model responds to the following student needs.

1. The need for knowledge of self:
   a. strengths and weaknesses
   b. aptitudes, interests, talents
   c. values
   d. functional skills, such as problem solving, decision making, planning, and information processing.

2. The need to understand the world-of-work economic sector:
   a. rewards
   b. expectations
   c. extent
   d. values
   e. level of preparation
   f. entry level job opportunities
   g. locus of reality testing in terms of: people, places and things.

Students learn through the three program components of the RBS/EBCE model. Career Development, which includes career exploration and specialization, provides students with the means to acquire knowledge and skills that will help them understand the economic sector through both a series of structured experiences at resource sites and individual projects. Career Guidance, a small group activity is designed to improve a student's understanding of the work environment, personal strengths and weaknesses and the importance of career planning. The Academic Resource Center provides for basic skill development in English and math through individualized materials prescribed on the basis of diagnostic testing. These components are all complements of the regular school curriculum.

The RBS model utilized three distinct modes of learning--a) the classroom, b) individual and group sessions and c) activities and experience in the community. The major objective of these modes of learning is to have the school and the community work together to implement an integrated career education program.

SECTION TWO

PLANNING AND IMPLEMENTING CAREER EXPLORATIONS

Activity

The School Resource Coordinator (SRC) is responsible for developing the career exploration program. The enclosed material outlines the Pre-Operational Tasks and Operational Planning Tasks.

1. After reading the enclosed materials, briefly describe the procedures for extablishing a career exploration.

2. The SITE ANALYSIS is essential to a successful career exploration. Select an organization in the community, interview a top management person to obtain answers to the six questions listed on page 24.

I. A SUMMARY OF CRITICAL PLANNING TASKS IN EXPLORATION PROGRAM DEVELOPMENT

Once the Employer Resource Coordinator has agreed to participate in the Exploration phase of a school's career education program, the SRC may begin task-oriented planning of the instructional curriculum to be implemented at the site. The developmental process has two distinct phases: (1) Pre-Operational Planning and (2) Operational Planning.

In the first phase, the two Resource Coordinators combine organizational forces and professional expertise to define a series of site activities which they hope will produce the desired learning outcomes and utilize the best available site resources. In the second phase, beginning on the first day of employer-student interaction, a significant alteration in planning roles and responsibilities must be accomplished. The employer begins to become a teacher, taking control of the learning process and responding to student interests, needs and reactions to the activities now in progress. The SRC, who has been the director of planning and development, begins to assume a lower profile as an observer-evaluator of learning events. Although this monitoring role is less demanding in terms of time and energy expended, it is of great importance to program development. Judicious and thorough monitoring of site activities will later have a profound impact on both program maintenance and revision.

In each of these two phases, the SRC must accomplish a series of extremely important tasks. The following list indicates both the scope and sequence of these planning steps.

Pre-Operational Tasks

1. GOAL SETTING: Establishing the broad aims of the school's EBCE program and clarifying the specific objectives of site exploration programs.

2. GOAL PRESENTATION: (SRC-ERC session #1) Conveying basic program and activity objectives to the participating Employer Resource Coordinator.

3. SITE ANALYSIS: (SRC-ERC session #2) Conducting a thorough survey of the sites available resources of people, facilities and occupational events.

4. DRAFTING THE INSTRUCTIONAL CURRICULUM: Transforming the raw data and impressions of the Site Analysis process into a rough draft agenda of learning activities.

5. ASSESSING AND REVISING THE PROGRAM DRAFT: (SRC-ERC session #3) Presenting the draft program to the ERC for comments and arriving at a detailed scenario of activities for each projected program day.

6. IMPLEMENTING SCHEDULED EXPLORATION ACTIVITIES: (first student visit) Assisting students and participating employers as they begin the Exploration program on day #1.

Operational Planning Tasks

7. MONITORING LEARNING ACTIVITIES: Devising a method and a field visitation schedule for evaluating a site's instructional curriculum.

8. DOCUMENTING THE MONITORING PROCESS: Recording site observations and evaluations to guide the program revision process.

9. ESTABLISHING THE REVISED PROGRAM: (SRC-ERC session #4) Discussing outstanding strengths and weaknesses of the operational program toward a revised agenda of learning activities.

PRE-OPERATIONAL PLANNING TASKS

During the pre-operational planning process, the SRC will inhabit both the world of school (and its responsibilities) and the many different worlds of individual community resource sites. Much of the substansive creative work of Exploration development will occur in still a third psychic space -- the thinking imagination of the SRC, before during and after field conferences with participating employers.

NOTE: It is extremely important for an SRC to simplify and streamline field operations, because of the challenging scope of activity development and the number of conflicting demands which school personnel will have to deal with.

Valuable and limited employer contact time should be formally scheduled and used to accomplish the specific tasks which are absolutely essential for effective program development. At the outset, the SRC should explain the planning process to the ERC and clarify the planning objective of each meeting. If the meeting calls for preparation on the ERC's part, the nature of the planning homework should be spelled out in detail. Business personnel are accustomed to both concrete specifications, and to meeting agendas. If a written statement is appropriate, it should reach the employer well in advance of the scheduled conference.

One of the easiest and most productive ways of economizing expenditures of time and energy is the utilization of written information supplements. ERC's will invariably ask for printed literature about the school's EBCE program. They will not have time to read and digest

lengthy, teacher-oriented manuals and other training materials addressed to school staff. During pre-implementation planning, school personnel who will be involved in field activities or in related counseling components may want to create a brochure of descriptive information which is specifically addressed to prospective ERC's. Having general, standard information in written form, near at hand, will save individual SRC's from the time consuming exercise of recapitulating basic descriptive data at every introductory employer session.

If a brochure or handbook of program description is not available before Exploration begins, SRC's may make a very serviceable short cut. They may prepare concise "data sheets" to supplement their own presentations at each task-oriented planning encounter. The "data sheets" may be mailed to ERC's in advance of scheduled conferences or used as a point of departure for topical discussions. After these sessions, the ERC may use the written summary to orient colleagues who have been identified as Exploration instructors.

The precious hours of field interaction should be saved for the highest order of developmental business--the mutual sharing of professional expertise toward the establishment of student learning activities. Mechanical matters of logistics, for example, may be dispensed with quickly and efficiently, preferably by telephone or written communication.

The major tasks of Exploration development are graphically illustrated in Figure 1., which presents a sequential schedule of planning "events" widely used by pilot site personnel. The illustration is divided vertically to differentiate those tasks which the SRC will accomplish alone (or in the context of school) from those which will be accomplished at the employer site, in formal conference. Roman Numerals indicate the order in which tasks should be undertaken. The estimated minimum time needed to accomplish each of the tasks has been noted so that SRC will have some general guidelines for use in organizing their efforts and briefing employer co-planners. The time frame for the total developmental effort will vary from school to school, depending on the lead-time and staff allocations which administrators have determined. It is possible to develop a site for Exploration in two weeks if SRC's can do field work in a concentrated way. If, on the other hand, several sites will have to be developed simultaneously by a single SRC, developmental tasks may have to be spread over several months.

The schedule of Figure 1. will be used as a point of reference throughout the following elaboration of task dimension and content. Its attempts offers the SRC a concise and concrete view of the time needs, sequence, content and focus of essential developmental tasks.

PRE-OPERATIONAL PLANNING TASKS

1. GOAL SETTING

(Establishing the broad aims of the school's EBCE program and clarifying the specific objectives of Site Exploration Programs.)

The SRC's best foundation for Exploration program development consists in a clear and comprehensive understanding of the major objectives which the school's EBCE program is to serve. All school personnel associated with the new career education program should participate in a serious dialogue directed toward the establishment of guiding objectives. Planner-implementers should begin at a general level, addressing first the broad aims of the EBCE program as an integrated system of component parts. Once these broad aims have been determined and set forth, discussants may proceed to narrow the focus of thought by concentrating on the specific content objectives of individual program components.

In this endeavor, quantity of objectives usually mitigates against quality and specificity. At each level of consideration, goal setters should attempt to isolate and define those learning outcomes which are the most significant and unique to each component activity (e.g., guidance functions, Exploration programs). Official goal statements should be limited to those objectives which are to be the major and unique foci of the EBCE curriculum, although intended program side effects and

spin-offs are certainly worthy of attention.

For the SRC about to conduct the first planning session with a designated Employer Resource Coordinator, a firm grasp of the EBCE goal hierarchy will provide the most meaningful preparation. The broad aims of EBCE operations rest at the top of the hierarchy, delimiting the major trust of all component parts. The more specific aims of the Exploration component and the still more specific content objectives of site activities will, of course, occupy the foreground of planning discussions. Composing a written summation of the school's goal hierarchy will allow the SRC to collect and order the most important guiding ideas. A copy of this list should be handed over to the ERC for his/her reference and for probable use in the orientation of site staff.

2. GOAL PRESENTATION (SRC ERC SESSION #1)

(Conveying basic program and activity objectives to the participating Employer Resource Coordinator)

The goal presentation session is the first and perhaps the last opportunity for the two Exploration planners to outline in a comprehensive and relatively leisurely way the overriding learning objectives which future work will seek to accomplish. The ERC may have received some goal orientation when school personnel first contacted the site during the recruitment process, but more often than not, the employer's impressions will have faded and the overview itself may have been sketchy. In virtually every case, a review and elaboration of program goal definitions is needed. The SRC may want to begin the discussion by drawing out employer perceptions and then structuring the conversation to correct misinformation and fill conceptual gaps.

Although a clear understanding of goals will give the ERC a large measure of direction in shaping the Exploration offering, the SRC should also be prepared to supply factual background information. Most participating employers will ask for, or at least wish for, a clarification regarding the nature of the student population they are to help, the precise definition of roles and responsibilities of all participants, other components in the EBCE program and, finally, the range of other community resource sites contributing to Exploration activities. The broader perspective that such information provides will keep a site from feeling isolated from the educational process and contribute ideas which may assist the ERC in giving more personalized and effective service to students.

The following outline itemizes the kinds of issues and questions which the ERC often raises and should be dealt with in the course of the first SRC-ERC session:

(1) <u>What is the student population like</u>?

a. age ranges
b. ability levels
c. career interests
d. reasons for choosing this particular site for Exploration
e. expectations of this community resource site

(2) <u>What is my role and major responsibility</u>?

a. Am I a school teacher
b. Am I an employer supervising (student) workers?
c. Am I a host to visitors?

(3) <u>What role will you (ERC) take with regard to the operation of this program?</u>

a. Will you handle the disciplinary matters?
b. Who will handle bookkeeping chores such as grades and attendance?
c. Should I feel free to initiate program changes?

(4) How are the students to define themselves while at my site?

a. Are they students on a field trip?
b. Are they workers on a job?
c. Are they special guests of our firm?

(5) What are the students doing in school as a part of the EBCE program?

a. How are they learning basic skills?
b. What will they do with the information they receive here?

(6) What other firms or organizations are taking part in the EBCE program?

a. Who are my employer-partners in this cluster course?
b. What kind of programs do they plan to offer?
c. How does my organization fit into the course plan?

3. SITE ANALYSIS (SRC-ERC Session #2)

(Conducting a thorough survey of the site's available resources of people, facilities and occupational events.)

The Exploration site will generally be as new and, perhaps, as formidable to the SRC as it will later be for the in-coming students. The second session with the ERC will, in effect, be the SRC's own Career Exploration, since the SRC will have to learn a great deal about employer organization in order to devise authenic and effective learning activities. In most cases, the quality of the site's instructional offering will be directly dependent on both the depth and bredth of the SRC's knowledge of the organization's mission, range of careers, basic structure, and finally its material and personnel resources. The Site Analysis Process establishes the knowledge base from which the Exploration scenario will be constructed. Because of the sheer proportion of the new ground to be surveyed and recorded in usable form, the Site Analysis field session will be the longest and most structured planning session.

The Site Analysis process, illustrated in figure 2, 3, 4, and 5, will assist the SRC in the gathering and ordering of information about the site's character and resources. Step 1 suggests a series of questions which profile the goals and operational structure of the employer setting. Step 2 moves beyond the organizational context into a detailed inventory of the careers available for Exploration. In Step 3, the careers selected for intensive treatment are analyzed in terms of characteristic tasks, demonstrable product outcomes, and related training capacities and instrumentation. The final form, Step 4, investigates typical sources of supplementary career information.

1. What are the major goals of your organization in terms (a) production of goods and materials, (b) performance of commercial and human services, (c) community involvement and (d) other possible priorities?

   (a) bulletins, films, slide shows for public information
   (b) Protects the consuming public in Pennsylvania and Delaware against unsafe and or ineffective food, drug, and cosmetic products.
   (c) Cooperates with state and local agencies such as health services and agricultural regulatory agencies.

2. What are the major departments of divisions of your organization, and what is the primary function of each?

INVESTIGATIONS BRANCH: Conducts investigations and inspections of warehouses, manufacturing sites, and comercial food processing operations; collects samples of possible violations.

SCIENCE BRANCH: Makes laboratory analyses of food, drug and cosmetic samples collected by investigators and inspectors; makes scientific determinations based on these analyses.

COMPLIANCE BRANCH: Reviews evidence of Investigations and Science Branches for possible regulatory action; prepares documents for prosecution when necessary.

PUBLIC INFORMATION (Part of Compliance): Interacts with school, media, etc. to inform public of food, drug, and cosmetic hazards; fields consumer complaints.

3. How do these departments or divisions interact in normal operations?

Investigations provides field samples for scientific analysis. The evidence of both of these branches is then reviewed by Compliance Officers who may prepare it for prosecutorial action. Public Information coordinates and disseminates the information generated by the other branches and receives and processes consumer complaints.

4. Does your organization have external operations, branch offices, auxilliary services, or affiliates which might be included in the exploration program?

RADIOLOGICAL HEALTH SERVICE: a specialized form of investigations monitoring all products which generate radiation.

5. What facts, concepts and topical issues would need to be presented in order to give students an understanding of the work of your organization?

   (1) Explanation of "Food, Drug and Cosmetic Act" (plus related legislation)
   (2) Function of a federal regulatory agency
   (3) Goals of "Regulation"
   (4) Overview of F.D.A. Branch interrelationships

6. What descriptive literature and audio-visual aids are available for use in a student orientation to your organization?

Literature and audio-visual aids available in Public Information Division and Investigations Branch training capacity.

STEP 2 — CAREERS: (1) A SURVEY OF JOBS IN THE ORGANIZATION

DEPARTMENT OR CAREER AREA: _____

JOB TITLE: _____ MIN. ED. REQ. _____

(Function) _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

DEPARTMENT OR CAREER AREA: _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

DEPARTMENT OR CAREER AREA: _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

JOB TITLE: _____ : _____

STEP 3--CAREERS: (2) INDIVIUDAL JOB ANALYSIS

MAJOR TASKS IN THEIR SETTINGS	OBSERVABLE OUTCOMES (products/services)	EQUIPMENT, FACILITIES OR SYSTEMS	TRAINING CAPACITY IN PROGRAM, MATERIALS, AUDIO-VISUAL AIDS	EXISTING DISPLAYS, COLLECTIONS DEMONSTRATIONS

JOB TITLE

TYPICAL CAREER INFORMATION RESOURCES: PEOPLE, MATERIALS & EXISTING PROGRAMS

	AVILABLE SITE SPECIALISTS	PREPARED LITERATURE & WRITTEN MATERIALS	AUDIO/VISUAL MATERIALS & EQUIPMENT	EXISTING PROGRAMS, DEMOS & PROCESSES
PUBLIC INFORMATION & P.R. SERVICES	Public Affairs Officers Public Relations Agents Public Information Officers	brochures newsreleases clippings file trade periodicals	descriptive and promotional films slide shows documentary films of community services	orientation programs topical seminars
PERSONNEL PRACTICES & SERVICES	Personnel Officers Writers Advertising Specialists	job descriptions application forms resume formats sample tests personnel folders salary&benefits data	orientation films personnel training aids	standard interview formats and procedures standard selection processe performance review criteria
EDUCATION/TRAINING CAPACITIES	Vocational Teachers In-House Professionals	program manuals simulation aids sample tools evaluation formats	training films and slides	teaching demonstrations training classes
SOCIAL COLLECTIONS, FACILITIES	Librarians Archivists Researchers Curators Display Artists	book collections historical documents current and past studies museum collections special effects and displays	film collections slide shows graphs and charts standing exhibits topical displays	tours and projects

A broader and more concrete sense of the site's component parts will, of course, result from the SRC's continuing exposure in the course of monitoring operational programs. But a relatively sound, introductory grasp of the employer setting is absolutely essential for the purpose of drafting an agenda of start-up activities. The use of a standardized and reasonably thorough investigatory strategy will be the most effective and economical means of gathering baseline information. The SRC may augment the data unearthed in the Site Analysis Process by asking the ERC for a comprehensive tour of the Exploration setting and by studying available descriptive literature. (A case study from Demonstration Site history will be used later in the Handbook, to detail the Site Analysis procedure and utilization.)

The impressions gained on the tour of physical facilities coupled with the information catalogued in the Site Analysis forms will provide the SRC with an enormous mass of potential program resources. During the analysis process the two Exploration planners will have begun to brainstorm possible activities. After the session, the ERC should begin to approach site staff who might represent focal careers and to obtain clearance for using equipment and materials which have been identified as likely ingredients in instructional activities.

4. DRAFTING THE INSTRUCTIONAL CURRICULUM

(Transforming the raw data and impressions of the Site Analysis process into a rough draft of learning activities.)

The SRC's task in this phase of program development is a labor of the creative imagination with pencil and paper. The raw data collected and roughly categorized in the Site Analysis forms must be transformed into a schedule of learning activities which will act as the site staff's scenario for each program day. Although prescribed student-employer interactions should contain sufficient latitude for spontaneous discussion and improvisation, it is wise to begin a program's first operation with a high degree of documented structure and specificity. Activity agendas which spell out approximate activity times, topical content, and requisite materials and equipment will spare employer-instructors needless anxiety and confusion and minimize "downtime" for the students.

Subsequent chapters will present a "continuum of possible site activities" and show how they have been successfully used in a variety of employer settings. Nuts and bolts examples are perhaps the only real indicators of the imaginative leaps which move a potential program from an assemblage of parts to an operational whole.

5. ASSESSING AND REVISING THE DRAFT PROGRAM (SRC-ERC session #3)

(Presenting the draft program to the ERC for comments and arriving at a detailed scenario of activities for each projected program a day.)

Once a draft copy of the activity agenda has been completed, the SRC should meet with the Employer Coordinator for the final planning session of the Pre-Operational development process. At this time, the ERC's expertise will be especially valuable in determining the feasibility of both individual activities and the program's overall structure and sequence. In the interim between this meeting and the last, the ERC will have obtained information about the availability of site personnel and equipment. Furthermore, intimate knowledge of the site's organization and day-to-day functioning will serve to correct any existing impracticalities in the time, location or ordering of proposed activities.

As a general rule, necessary substitutions and rearrangements can be made on the spot, so that further field appointments will not be required. The final portion of the planning session may be used to clarify mechanical matters such as student lunch and transportation provisions, an appropriate meeting place, and the like. The ERC should be given a copy of the activity agenda--with revisions noted--so that it can be duplicated and distributed to Exploration support staff. Further exchanges regarding Day #1 arrangements can be handled by telephone.

6. IMPLEMENTING SCHEDULED EXPLORATION ACTIVITIES (first student visit)

(Assisting students and participating employers as they begin the Exploration program on Day #1.)

On Day #1, and later as needed, the SRC will act as a trouble-shooter, a source of emotional support for both students and employer-instructors and, perhaps, as a facilitator of student questions. No matter how careful and thorough planning has been, a certain number of problems can be expected to occur for example, student may be reticient, ERC's may be somewhat tense; and lapses of personnel coordination are probable. The SRC is the only individual in this situation who has prior acquaintance with both the students and the employer-instructors. Therefore, the SRC will have to become the introducer, the general facilitator and the supportive connection between student and employer site participants.

The extent of the need for this supportive role will depend on the confidence and ability of program participants and on the interest level of the scheduled activities. As the activities and personal interactions begin, SRC's will want to assume a lower profile. Students must begin to relate directly to the ERC whose expertise and environment should define the instructional authority. After all, this is an Experience-Based Career Exploration.

Once the ERC has established warm contact with the students, the SRC will begin to visit the site as an observer-evaluator. These two closely-related functions will prepare the way for program revision, which is the major objective of the Operational Planning Phase.

* * * * *

NOTE: School personnel are often tempted to leave the ERC holding the "instructional bag" once operations have begun. Although the SRC will not be a teacher in the employer setting, curriculum expertise will be needed to carry out an effective evaluation and revision of the initial Exploration activity.

It is no exaggeration to say that programs are developed more fully in the course of operations than they are in the pre-operational planning phase. Those programs that do not have consistent experience-based evaluation will die a quick and wasteful death.

The last three tasks of the developmental process have been placed under OPERATIONAL PLANNING TASKS. They suggest a monitoring strategy and its possible use for program revision.

7. MONITORING LEARNING ACTIVITIES

(Devising a method and field visiting schedule for evaluating a site instructional curriculum.)

During the first running of an Exploration program, the SRC should attempt to cover the entire scope of scheduled activities. A full view of what is taking place on site will allow for a fair and comprehensive comparison of what is really happening as against the program's "paper plans" and their intended learning outcomes.

The results of such a comparison can work in several ways. Spontaneous interactions and improvisations on the part of program participants may clearly supersede scheduled events in effectiveness and interest level.

These original moments should be documented so that they can be integrated into revised activity designs. On the other hand, employer staff instructors may demonstrate an incomplete or faulty sense of what they should be doing. In this case, the SRC will want to note the nature of the problem for later discussion with the ERC. In some cases, employer-instructors may be implementing an activity to the letter of its specifications, with little or no success. In this event, a substitution or complete overhaul will be called for.

Often a single SRC will not have enough time to give an individual employer program the kind of concentrated and continuous coverage which it will need in order to evolve in strengthening ways. Smaller pilot sites whose EBCE personnel with daily and absorbing school-side commitments, have developed "buddy systems" which divide field responsibilities between two or more monitors. Although one SRC retains the chief responsibility for keeping track of field activity at a site, interested staff members (either counselors or teachers) are assigned two to four brief monitoring visits per month. They report their observations to the chief SRC who integrates their conclusions and relates them to the ERC.

After a program has completed its first running ("cycle"), total monitoring coverage is neither necessary nor advisable. The initial set of activities will have been "shaken down" and ERC's will have developed greater confidence and instructional skill. They will need to deal with in-coming students on their own terms, without the shadow of a defacto school chaperone. The SRC then visits the site only to gather ideas for program revision. Monitoring becomes highly selective, targeting only those activities which are new or of some special interest.

8. DOCUMENTING THE MONITORING PROCESS

(Recording site observations and evaluations to guide the program revision process.)

Site observations and activity evaluations should be documented in a consistent and concrete fashion, since both will eventually become the primary inputs for program revision. Pilot sites have developed standard formats for recording the substance of observer impressions.

Formats vary from school to school, but experience suggests that a useful format provides space for information of several kinds. Observers should provide a concise and relatively objective description of individual activities as they actually occur. Each activity must, at some point, receive a summary evaluation based on its effectiveness in terms of basic Exploration goals. Specific recommendations for change comprise the third generic category of observation records. (Later in the Handbook, a standard monitoring format will be illustrated with a case study from Philadelphia's Demonstration Site.)

9. ESTABLISHING THE REVISED PROGRAM (SRC-ERC session #4)

(Discussing strengths and weaknesses of the operational program toward a revised agenda of learning activities.)

At the end of a program's first cycle, the SRC will want to meet with the ERC (and others of the site instructional staff, if available) to assess the first run through of activities. If monitoring coverage has been comprehensive and well documented, each activity can be assessed in a detailed and meaningful way. The ERC will be interested in the impressions of the "detached observer" and will have a very different and useful insider's point of view. Together, the two will attempt to construct new activities to replace clear "bombs," to extend successful practices, to introduce experimental segments which may have been suggested by student interests and needs, and, perhaps to re-order existing portions of the program agenda. The assessment and reconstruction of this planning session may be the most important developmental moment in an Exploration's history. While pre-operational designing is naturally speculative, and full of good--if abstract--intentions, the fourth field conference will be based on concrete operational realities. Many an Exploration has been successfully altered-beyond recognition - in the light of these realities. Although subsequent revision is usually less dramatic, the SRC and the ERC should schedule planning discussions at the end of each Exploration cycle.

SECTION THREE

A SAMPLE CAREER EXPLORATION

Activity

In the RBS/EBCE program, groups of students participate in career exploration activities at the ninth and tenth grade levels. The following example is a career exploration at the hospital of the Medical College of Pennsylvania. A unique feature of the exploration is that students return to the same site and learn about careers within different departments in a particular organization.

1. Identify three advantages and three disadvantages of this type of exploration activity.

The activity agenda of The Hospital of the Medical College of Pennsylvania offers a very clear illustration of a program using departmental rotation as an organizing principle. Students meet together for a comprehensive orientation on the morning of the first day of operation and gather once again at the end of the Exploration cycle for a comprehensive wrap-up discussion. Interim processing of site experiences and knowledge is reinforced by a systematic use of daily worksheets which must be completed by each student and reviewed by the School Resource Coordinator in individual counselling sessions. Although the initial series of rotations are scheduled formally, students may freely elect a final careeer exposure on the last day of the six Exploration cycle.

Exploration at the Hospital of the Medical College of Pennsylvania

(Medical Services Cluster)

Day #1

Comprehensive Orientation: Students gather with the Director of Volunteer Services to receive an orientation to the organization and the rules of site participation. Orientation activities are listed below.

Oral Presentation: Students receive hand-outs explaining rules and regulations for volunteers in the hospital setting. They also receive official badges and uniforms.

Film Presentation, "The Healer": Students view a graphic illustration of the hospital's services as seen from the point of view of an entering emergency patient. The movement of the patient through admissions and treatment services demonstrates both the organization of the hospital and the medical careers available at the site.

Slide Presentation: To supplement the students' knowledge of the hospital's representative careers, the Director of Volunteer Services presents a slide show itemizing all the careers which a student might explore.

Discussion: Students participate in a guided discussion of their career interests, as they relate to the contents of the audio-visual presentations. The ERC then hands out the rotation schedule which will be the agenda for each exploring student.

Tour of the Program Service Areas: Students as a group are taken on a comprehensive tour of the four rotation services and several other departments which might later be elected in the final rotation.

Rotations Begin: Students begin to follow their individual rotations on the afternoon of the first program day. The standard rotation areas are listed below:

(1) Respiratory Therapy
(2) Physio-therapy
(3) Operating Room
(4) Dietary

On the final day of rotation students typically elect the following service areas:

(1) Morgue
(2) Emergency Room
(3) Nursing
(4) X-Ray Services
(5) Pediatrics
(6) Hospital Library

Although the learning activities vary from rotation to rotation, a characteristic pattern is reflected in the sequence of events planned by the Dietary Department.

(1) Student accompanies a dietician on her patient interview rounds. As the Dietician questions the patient, students watch the process of assessment and menu establishment.

(2) Students assist food service personnel in the preparation of simple food substances.

(3) Students assist para-professional personnel as they handle simple equipment and keep standard records.

MEDICAL SERVICES CLUSTER WORKSHEET

MEDICAL COLLEGE OF PA. - #1

1. List at least four different medical careers that were discussed in the film strips.

2. What is the function (what do they do) of each job that you listed?

3. What is meant by nuclear medicine?

4. What is the job of the "audiologist?"

5. Describe what a speech therapist does.

6. What is meant by "EKG?"

7. What kind of work could an "artist" find in a hospital?

8. Why is the Medical Librarian's job important?

9. Describe the types of work a medical assistant is responsible for doing.

10. Why is there a need for Medical Social Workers?

Please write your answers on a separate sheet of paper. Be sure to include your NAME and BOOK NUMBER.

MEDICAL SERVICES CLUSTER WORKSHEET

MEDICAL COLLEGE OF PA. - #2

1. What is meant by para-medical?
2. List three advantages to selecting a para-medical career, as opposed to going to medical school.
3. What is a "EEG" machine? (Include its purpose and the way it is operated in your answer.)
4. Where may you receive training to operate an "EEG" machine?
5. Two types of nurses, other than Registered Nurse (R.N.) are LVN and LPN. What are the proper titles which these letters represent?
6. List at least four(4) functions of a surgical technician.
7. What is another name for Histology technician?
8. What is a "microtome" machine used for?
9. List three places you may find para-medical career information.

Please write your answers on a separate sheet of paper. Be sure to include your NAME and BOOK NUMBER.

MEDICAL SERVICES CLUSTER WORKSHEET

MEDICAL COLLEGE OF PA. - #3, 4, 5

1. Which of the following departments did you work in this week?

   a. Physio-Therapy
   b. Inhalation Therapy
   c. Emergency Medicine
   d. Dietary
   e. Clinical Lab
   f. Medical Records
   g. Surgery

2. In paragraph form give a brief description of that department (include the purpose of the department, the kinds of jobs you observed, the general enviornment).

3. Select one job that you observed, explain how that particular job is related to helping a patient.

4. In the jobs that you observed, what types of machines were being used. List the names and purposes of these machines and who was operating the machine.

Please write your answers on a separate sheet of paper. Be sure to include your NAME and BOOK NUMBER.

2ND QUARTER - TUESDAYS 8.00A.M. to 1:00 P.M

1975 - 76

STUDENT	Dec. 9	Dec. 16	Dec. 23	Jan. 6	Jan. 13	Jan. 20
Cousar, Reginald Dunn, Loretta Graff, Doreen	ORIENTATION 9:00AM to 1:00PM	RESPIRATORY THERAPHY	DIETARY	OPERATING ROOM	PHYSIO-THERAPY	ONE AREA TO BE CHOSEN & SIGNED FOR BY 1:00 P.M. JAN. 13
James, Linda Landon, Marva Maddox, Lillian McMillian, Olivia	"	PHYSIO-THERAPY	RESPIRATORY THERAPHY	DIETARY	OPERATING ROOM	"
Nagle, Gail Payne, Marlene Pomfret, Donna	"	OPERATING ROOM	PHYSIO-THERAPY	RESPIRATORY THERAPHY	DIETARY	"
Radzibaba, Stephanie Reynolds, Sherrise Richards, Teresa	"	DIETARY	OPERATING ROOM	PHYSIO-THERAPY	RESPIRATORY THERAPY	"

STEP 3--CAREERS: (2) INDIVIDUAL JOB ANALYSIS

MAJOR TASKS IN THEIR SETTINGS	OBSERVABLE OUTCOMES (products/services)	EQUIPMENT, FACILITIES OR SYSTEMS	TRAINING CAPACITY IN PROGRAM, MATERIALS, AUDIO-VISUAL AIDS	EXISTING DISPLAYS, COLLECTIONS DEMON-STRATIONS

SECTION FOUR

CAREER SPECIALIZATION

Activity

The forms for use in the RESOURCE SITE Program illustrate the procedures students would follow in conducting a career specialization.

1. Select a community organization and design a student career specialization similar to the one prepared on forms I-IV.

RESOURCE SITE PROGRAM
FORM I

1. EMPLOYER SITE:

(Midas Muffler Shop)

D. A. Badenoch Inc.

2. ADDRESS:

336 North Pleasantburg Drive
Greenville, South Carolina 29607

Phone: 242-3940 or 41

3. DIRECTIONS:

Unload in the parking lot.

Report to Customer Service entrance

4. TRANSPORTATION DIRECTIONS:

291 Bypass
Between Laurens Rd. and I-385

5. STARTING AND ENDING TIMES FOR EACH DAYS LEARNING ACTIVITIES:

9:00 am - 12:00 noon

6. DRESS CODE:

old clothes

hard sole shoes
pants without cuffs
long sleeve shirt

7. SMOKING REGULATIONS:

No Smoking

8. SECURITY REGULATIONS:

9. SPECIAL RESTRICTIONS:

The pipe bender can only be used while under direct supervision.

10. LUNCHEON FACILITIES:

12:36 p.m. at the High School

RESOURCE SITE PROGRAM
FORM II

MAXIMUM AND MINIMUM NUMBER OF STUDENTS [1] TWO

DATES OF LEARNING ACTIVITIES [2]

ACADEMIC CREDIT TO BE RECEIVED [3]

[4]

RESOURCE SITE COORDINATOR: David Badenoch PHONE: 242-3940

LEARNING SUPERVISOR: John Badenoch

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

[5]

JOBS OR OCCUPATIONS THAT STUDENTS WILL BE EXPOSED TO:

(1) General Manager

(2) Shop Manager

(3) Installer-Salesman

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

RESOURCE SITE PROGRAM
FORM III

GENERAL DESCRIPTION OF RESOURCE SITE:

1

D.A. Badenoch Inc.... Midas Muffler Shop

Primarily involved in the installation and sale of exhaust systems and shock absorbers.

Personnel include, four full time persons and one, part-time secretary.

DESCRIPTIONS OF SECTIONS, UNITS, GROUPS OR DIVISIONS:

2

SALES OFFICE: Owner and General Manager: David A. Badenoch

INSTALLATION SITES: Shop Manager: John Badenoch

Inventory Warehouse:

RESOURCE SITE PROGRAM
FORM IV

D. A. Badenoch Inc.
1 Sales Office

DAY 1

LEARNING OBJECTIVES:

1. Students will be able to recite the benefits and pitfalls in owning a small business. Students will be able to recite the differences between a franchise, sole proprietorship, and corporation.

2. Student will be able to complete the interview questionnaire form.

3. Students will be able to complete weekly orders.

4. Students will know how to read the Parts Catalogue. Students will be able to calculate the total cost simulated situations.

5. Student will show poise in dealing with the public. Student will be able to perform customer services related to the business.

LEARNING ACTIVITIES:

1. Orientation Lecture
   A. Pro/con small business
   B. What is a franchise

2. Question and Answer Session
   A. Students will have an outline of questions that they will need to complete.
   B. Questions will deal with qualifications, salary range, good and bad experiences in your position, etc.

3. Explain the use of the inventory control system.
   A. Tied up capital
   B. Seasonal fluctuations
   C. Inventory tax and corporate tax structure.

4. Student Assignment: Using the Parts Catalogue

   1969 Buick Skylark
   Engine 350 CC
   2 Barrel Carb.
   4 doors

   Calculate the cost and complete a customer billing for the indicated automobile. The entire exhaust system needs replacement.

5. Aid in customer inquiries both in the sales office and over the telephone.

RESOURCE SITE PROGRAM
FORM IV

D. A. Badenoch Inc.

1 Shop

DAY 2

LEARNING OBJECTIVES:

1. Students will be able to list some of the Federal Regulations that affect this job site. Student will be able to describe examples of shop safety.

2. Students will be able to use a billing sheet to determine if all incoming items can be accounted for.

3. Students will be able to use hand tools and a torch in simulation and actual removal of exhaust systems.

4. Students will be able to complete the interview questionnaire form.

5. Students will be able to read the specification cards and set the tolling for specific pope bending simulations.

6. Students will be able to simulate welding, from scraps, construct a small object in memory of your experience.

LEARNING ACTIVITIES

1. Orientation:
   Shop safety
   Federal Regulations tour and explanation of equipment.

2. Assuming a shipment arrives, aid in the stocking of shelves. Aid in accounting for new inventory.

3. With the aid of an installer, learn how to use a torch to cut metal
   - first observe
   - experiment with scrap
   - aid in the removal of real exhaust system.

4. Interview the shop foreman
   - Students will have an outline of questions that they will need to complete.

5. With the aid of an installer, learn how to use the Huth pipe bender
   - first observe
   - participate (with direct supervision) in pipe bending.

6. Welding
   - observe an installer
   - with supervision, practice scraps.

D. A. BADENOCH INC.

FOLLOW UP ACTIVITIES:

1. The day following this site activity call Mr. Badenoch to obtain break-even data for the two days you participated at this site.

   Use this data to determine break-even. Send your calculations, along with your letter of appreciation, to Mr. Badenoch. He will check your calculations and send them back with an evaluation of your activities.

SECTION FIVE

ACADEMIC RESOURCE CENTER

Activity

1. The Academic Resource Center (ARC) is an integral part of the RBS/EBCE program. Primary emphasis is on English and Math. Identify three individualized instructional materials in English and three individualized instructional materials in Math which would be included in the Academic Resource Center. Ask English or Math teachers for possible references. A librarian may also be able to identify potential references.

AN OVERVIEW OF AN ACADEMIC RESOURCE CENTER

WHAT IS AN ARC?

An Academic Resource Center is an instructional management system based on performance objectives and available curriculum materials which are responsive to graduation requirements, student interests, scheduling needs, teacher adaption and extension to additional subject areas.

WHY IS AN ARC NECESSARY?

- There is less time for academic subjects due to career development activities which causes major scheduling problems for a school.
- Academic subjects can be related to career development experiences.

WHY IS INDIVIDUALIZATION AN APPROPRIATE MODE OF INSTRUCTION FOR AN ARC?

Academic Achievement

Students are receiving fewer hours of academic instruction, so individualization is an economical means of providing the most appropriate instruction for each student due to its performance criteria.

Study Skills

Individualization forces students to become responsible for their own learning and develop study skills.

Career Education

Since each student's academic work is generally independent from another student's, individualization provides an opportunity to relate a student's academic and career experiences.

WHAT SUBJECTS ARE USUALLY TAUGHT IN AN ARC?

Since English and math are considered the crucial academic subjects for most careers, these two subjects are usually chosen.

WHAT ARE SOME MATH AND ENGLISH COURSES THAT CAN BE COVERED IN AN ARC?

Math	English
Remedial Math (ILA)	Remedial Reading (ILA)
General Math	Reading
Business Math	Literature
Consumer Math	Composition
Algebra I, II	Grammar
Geometry	Journalism
Trigonometry	Speech
Analytic Geometry	Drama
Transformational Geometry	Media & Communications
Elementary Functions	Humanities
Finite Math	
Calculus	
Computer Math	

WHAT STAFF IS NEEDED IN AN ARC?

For each period, one teacher is needed for every twenty students studying a subject. An aide is very useful in keeping records and materials in order. If ILA materials are used, an aide is needed for each 150 students.

the ARC: questions and answers

for the student

The ARC is at your disposal. If you learn how to manage individualized instruction, it will serve you well. This leaflet will help you to understand the ARC so that you can use it to your advantage. Here are answers to questions most frequently asked by students experiencing an ARC for the first time.

What does ARC stand for?

Academic Resource Center

What is an ARC?

An ARC is like a library that contains only English and mathematics materials. Instead of librarians, you will find English and mathematics teachers. They will help you to select materials and they will guide you as you work in each subject.

Will I attend English and mathematics classes too?

No, unless you schedule an additional English or mathematics class as an elective.

Why not?

The ARC provides individualized instruction which fulfills course requirements in English and mathematics.

You must have observed that some students learn faster than others, and that each student learns some things faster than other things. The educators who planned the ARC recognized this too and decided that learning could be made easier if (1) each student could learn just the things he or she needed to learn, and (2) each could learn at his or her own pace. In the ARC you can do just that.

If you are part of a career education program, you will be using business and community resources during the week. With individualized instruction, you do not have to worry about keeping up with a class or missing an important lecture. You know exactly what you have to do, and you know that a teacher will be there to help you when you are ready to do it. You do not have to keep up with anyone, nor do you have to wait for anyone. In fact you may not even be working on the same thing as anyone else.

How do I get started?

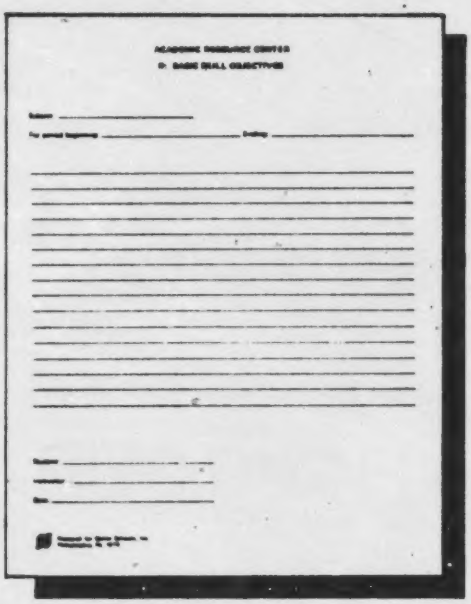
You will have an ARC mathematics teacher and an ARC English teacher. Each will help you to plan your program.

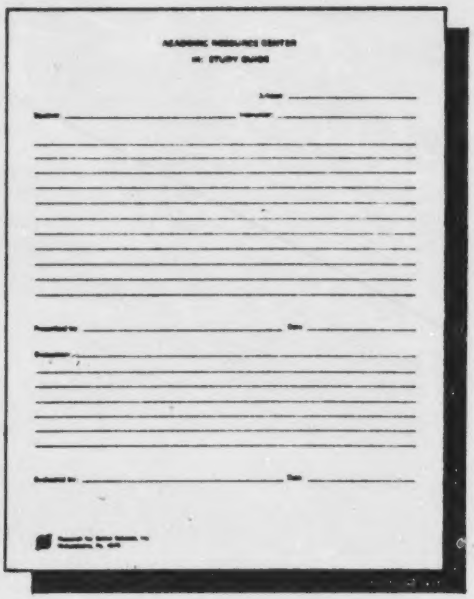
You and your teacher will want to think about the courses that you have already taken, the scores that you made on your last achievement test, the things that you

want to learn, and your career objective. After considering all of these carefully, you will be able to state what you want to accomplish in the ARC. That statement is written on a Basic Skill Objectives form (see below left). Note that your instructor must agree that your objective is reasonable and right for you.

After you have decided upon your long range goal, your teacher will help you to prepare a study guide (see below right). The study guide will tell you just what material to use and how to use it. There is also a place for your teacher to evaluate your work.

You will have a folder for English and a folder for mathematics. A study guide and all current work are kept in each.





What happens when I come to something that I just don't understand?

When you work in the ARC, your teacher will be there helping each student. Although you may have to wait a few minutes, help will be available.

Will I get a mark?

Yes. You will be expected to progress toward the goal that you have set.

Will I work by myself all of the time?

No. From time to time your teacher will notice that there are several students who could profit from meeting together for a few periods. If you are one of those students, you will find a note in your folder telling you so. These group meetings may be called for any one of a number of reasons: listening to a series of lectures, viewing a film, taking part in a series of discussions, etc.

The ARC is a resource designed for your use. Define your own goals and use the ARC to gain the English and mathematics skills that you need to reach those goals.

SECTION SIX

GROUP DISCUSSIONS

Activities

1. In the RBS/EBCE program career guidance is facilitated through the use of group discussions. The following guidelines may be helpful in leading successful group discussions. Identify five guidelines to follow when leading a group discussion for career guidance.

2. Review one of the materials in the Annotated Bibliography of References for Structural Group Experiences and state three specific activities from the materials which could be used in a career guidance program.

GROUP LEADERSHIP GUIDELINES*

What Is Small Group Discussion?

Small group discussion occurs when a group leader sits down to talk with a small number of students (fewer than 15). Properly conducted, such discussions provide opportunities for students to talk things over without fear. The similarity of the small discussion group to an informal social group fosters free expression. The group leader keeps the discussion moving in a constructive direction and also provides vital data related to the discussion topic.

Attitudes can be changed in small group discussion. An opinion that finds no support with fellow students will be reconsidered and perhaps changed. Commitment to new behaviors made during group sessions will frequently stick because the commitment is made among group members. The guidelines that follow are designed to enable the group leader to lead small group discussions effectively.

How To Arrange A Small Group Discussion

A small group discussion is informal. Everyone should have a chance to talk. You can set up the room to facilitate this.

1. Limit the group to approximately fifteen. Too large a group makes it difficult for every student to have a say. The presence of too many people may inhibit free and easy discussion. Unmanageable subgroups may form.

---

*Adapted from: P. Bergevin, D. Morris, and R. B. Smith, Adult Education Procedures (New York: The Seabury Press, 1963), pp. 95-105.

2. Arrange the seats in a circle. A circular seating arrangement makes it difficult to withdraw into a subgroup. Everyone who speaks can see, and be seen by, the entire group. It makes group members feel responsible for listening and contributing. Every group member feels like an equal.

3. Sit down with the group. The difference between the group leader and the other members of the group is minimized. Take a seat when you lead discussions, but don't take the same seat everytime you meet. This will make you more a member of the group. Many students have had negative experiences with people in authority. The less you resemble these feared people, the more freely the students will talk.

How To Start A Small Group Discussion

Members of the group must each feel free to speak up when they have something to say. An easy informality is the ideal atmosphere for effective discussion.

1. Facilitate learning names in the first session. Give a name card to each group member. Have members introduce themselves one at a time. Make sure you know how to pronounce each name.

2. Describe the advantages of group discussion. Students can understand what they learn in the group as it applies to their own lives. They can discuss their ideas about working. They can learn to make themselves understood. They can learn to speak easily in front of others. They can learn more about themselves.

3. Describe the rules of group discussion. Everybody has a fair chance to be heard. All opinions are acceptable in the discussion. Since the group's topics are not open-and-shut issues, many opinions will be valuable.

4. Introducing the discussion topic for the session. The curriculum provides the stimulus for each session. It is suggested that the group leader take a controversial opinion or statement from student input to begin the discussion. Ask for personal experiences related to the stimulus situation. Tell a related personal experience of your own.

How To Lead A Worthwhile Discussion

A small group discussion can be very constructive. Group members may change their attitudes in ways that are very meaningful to them. Much of the success of the discussion depends on the encouragement the group leader gives to the members of the group.

1. Give each statement equal weight. Pay attention to each opinion, regardless of whose it is. Give no indication that one opinion is better than another.
2. Do not evaluate opinions. You are a leader, not a judge. Restate opinions, do not comment on them. Encourage the group to act as evaluator. Make certain that when group members discuss an opinion, they comment on the opinion, not the giver.
3. Leave your own opinion out. Don't block communication by expressing your own thoughts too early. This could prevent the group from expressing themselves. Do not preach or moralize.

General Group Leadership Techniques*

Small group discussion must be led, but the leader cannot use direct control. The leader must lead indirectly. Here are some techniques that can help you lead the discussion without dominating the group.

---

*Adapted from: Office of Economic Opportunity--Job Corps, Instructor's Manual for the World of Work Curriculum (New York: Xerox Corporation, 1967), pp. 17-23.

1. Help the group establish objectives. Always refer to the topic of the day at the beginning of a session. Make sure the group members state what the topic means to them. Help the group set its goals in light of these meanings.

2. Use silence. Sometimes discussions are difficult to get started and keep going and a leader gets nervous and jumps in, asking questions or making comments too soon. The leader should make the group responsible for the discussion. If the leader sits quietly after the introductory remarks, group members will eventually break the ice.

3. Ask topical questions. If it seems absolutely necessary to get or keep discussion going, the leader can ask the group questions about the discussion topic. This should not be a regular practice, but a last resort. The questions in the curriculum units are for the leader's guidance, but they may be asked of the group, if necessary. The leader should avoid being too forceful in questioning. No third degree!

4. Reflect and deflect questions. Group members will often try to put the leader in a position of authority. They may try to make the leader give "right" answers, rather than work out the answers within the group.

   The group leader can reflect questions:

   Joe: When I talk to Sam, I can't seem to make him see my point of view. How come?

   Leader: You can't seem to get your point across to Sam.

   or

   It seems to bother you because Sam can't see your point.

   The group leader can also deflect questions:

   Mary: What's the best way to get a job as a salesperson?

Leader: Do you have any ideas, Mary?

or

Does the group have any suggestions?

By reflecting and deflecting questions, the leader gives the group members the responsibility for coming up with answers.

5. Help the group speak to the point. Sometimes group members seem confused and wander from the topic. When they are talking around--rather than to--a point, the leader must bring them to the point and give direction for further related discussion. This is best done indirectly. For example:

Paul: I think the best reason to go to school is to be able to make more money.

Alice: I saw the other day that high school graduates make $100,000 more than drop-outs in their lifetimes.

Joe: There's a good job waiting for me if I graduate.

Leader: You see the reason for school or learning as getting more money. You want a better job and more money. What else can a job give you?

6. Clarify statements. When a group member makes a statement that is vague or complicated, the leader should help clarify the statement. The leader's response should start with:

"You mean then . . . "

or

"Do you mean . . . ?"

The leader should not hurry to intrude or give the impression of judging. The leader is trying to help.

7. Summarize the discussion. At points in the discussion when objectives have been met, the leader should sum up the discussion so that all the group members see what has been accomplished.

These summaries should highlight gaps in the achievement of objectives and be open enough so that the group can go on with new parts of the discussion topic.

Special Group Discussion Techniques

Small group discussions can be varied by occasional use of special techniques. The techniques break up the routine of discussion and provide special emphasis for particular topics.

1. Use buzz groups. There are issues on which you may like to get a quick opinion. Form groups of three or four members each for this. Each small subgroup decides on its own opinion. Each buzz group leader then states that opinion to the group at large. Discussion follows.
2. Lead role-playing. When the topic for discussion involves dealing with others, acting out the situation can be a valuable learning tool. Group members put themselves in another person's place and must react accordingly. This helps members to more easily see another person's point of view. Ask for volunteers. Describe their roles to them. Let them act out the scene. Reverse roles for shock effect when it is valuable. Afterward, ask the rest of the group to discuss the role-play.
3. Involve group in brainstorming. Brainstorming means getting all thoughts on a subject down on paper as quickly as possible. Appoint someone to take notes. Encourage the group members to say anything on the topic under discussion. Allow no criticism. Anything goes in brainstorming. After the brainstorming session, the ideas may be discussed and refined.
4. Use a tape recorder. Opinions sound different when they are played back. Explain that the tape belongs to the group. Have

a discussion. Play the discussion back to the group. Ask for comments.

Judging Student Participation

Evaluating the quality of the statements made by a student in group discussion can destroy the discussion. The leader must not judge the "right" or "wrong" of statements because the student judged negatively may stop participating. The leader should do no more than judge whether or not a student has participated in the discussion and has come to grips with the topic and its problems.

The following guidelines may help to clarify whether or not the student is fully participating in the activities.

1. When the student participates. Student participation in a group discussion is shown by their attention to the objectives of the discussion and by their contribution of remarks and questions that lead to the attainment of the objectives. Lack of participation is shown by behaviors that do not relate to discussion objectives, such as irrelevant argument, wisecracks, daydreaming, sullen silence, or work on other tasks during a discussion. Students are judged to have participated if the greater part of their behavior during the discussion contributes to reaching the objectives of the discussion and does not interfere with reaching them.

2. When the student may, or may not, have participated. Students sometimes do not show clearly that they have taken part in a discussion. A student may just sit quietly, following the discussion, but make no open contribution to it. This behavior may, in fact, indicate participation. The student may not feel free

to speak openly on every topic or in every discussion, but may follow the discussion and participate actively, if not verbally. If the leader is not sure that a student has participated, the leader should approach the student after the discussion and ask questions to be sure of the student's participation. The leader should encourage the student to make open contributions.

3. When the student does not participate. When the leader is convinced that a student has not participated, the leader should describe precisely to the student the factors which lead to the determination that the student was not participating. Care should be taken to highlight any positive aspects. The student should be encouraged to participate in future discussions. As a last resort only, a student may be asked to leave the group.

HANDOUT #2

ANNOTATED BIBLIOGRAPHY OF REFERENCES FOR STRUCTURED GROUP EXPERIENCES

Hawley, R. and Hawley I. A Handbook of Personal Growth Activities for Classroom Use. Amherst, Maine: Educational Research Associates, 1974.

A booklet prepared with the teacher in mind, this manual presents numerous techniques to use in enhancing personal growth. Brainstorming, decision-making skills, and open expression are but a few of the areas of focus.

Hills, C. and Stone, R. Conduct your own Awareness Sessions. New York: Signet Books, New American Library, 1970.

This book not only includes a variety of structured group activities but they are presented in a progressive format to follow the group's development. A cookbook approach.

Howard, J. Please Touch: A Guided Tour of the Human Potential Movement. New York: Dell, 1972.

An easy to read book of one woman's experiences in "groups". Although this is not a technique book, it does introduce the reader to the great variety and differences in the type of groups being run today including various exercises.

Johnson, D. Reaching Out: Interpersonal Effectiveness and Self-actualization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

A book which presents a variety of structures group techniques that can be used as the needs of the gorup dictate. Some excellent, "non-gamey" techniques are given which help the group to focus on self disclosure, communication skills, expresseion of feelings, etc.

Lewis, H. and Streitfield, H. Growth Games. New York: Harcourt, Brace and Javanovich, 1971.

Another book designed to provide the group facilitator with a variety of games and activities.

Otto, H. Group Methods Designed to Actualize Human Potential: A Handbook. Beverly Hills, California: Holistic Press, 1970.

A group activities handbook geared to present a variety of techniques to enhance personal growth and awareness.

Pfeiffer, J. and Jones, J. A Handbook of Structured Exercises for Human Relations Training, Volumes I-IV, Iowa City: University Associates Press, 1969-1974.

A classic in the field of group exercises. Four handbooks packed with lists of various group activities, both verbal and nonverbal. Each exercise contains a goal statement, purpose, materials and facilities needed, and time estimate. Worth purchasing at $5.00 per handbook.

Schutz, W. Joy. New York: Grove Press, Inc. 1967.

A well known book in the "group movement" focusing primarily on what are considered Gestalt group techniques--particular nonverbal exercises such as the trust fall.

Simon, S., Howe, L., and Kirschenbaum, H. Values Clarification. New York: Hart, 1972.

A handbook of structured activities for group and classroom use that focuses on values and the development of an individual value system. This book is quickly becoming a classic in the field of values.

Stevens, J. Awareness: Exploring, Experimenting, Experiencing. Moab, Utah: Real People Press, 1971.

A good book for group facilitators and those interested in personal growth. Includes activities in areas such as fantasy and verbal and non-verbal communication. Good to use individually too.

Watson, G. Manual of Structured Exercises. Newark, New Jersey: Newark State College Laboratory of Applied Behavioral Science, 1969.

Another book with NTL type activities geared to facilitate groups in focusing in on certain issues, ie., trust.

SECTION SEVEN

GUIDANCE EXERCISES

Activity

1. Enclosed are exercises in the area of Broad Planning which can be implemented into the RBS/EBCE program. Explain in writing how this guidance activity could be effectively incorporated into a course you may be teaching.

BROAD PLANNING

The content of this unit of the program focuses upon planning for the future. It serves two principal purposes. First, an objective analysis of the future is a valuable input in the planning process. This can be illustrated by examining how industry, the government, and the military use future projections for most of their planning. Second, the group is given an opportunity to focus upon planning as a long-range process involving the selection of alternatives.

BROAD PLANNING

Exercise 1. Let's Look Ahead

To the Group Leader:

OBJECTIVES

1. To provide students with insights into the society of the future.
2. To introduce to students the concept of future planning.

MATERIALS

Worksheet - "Let's Look Ahead . . . "

Graphs - "Future Estimates"

PROCEDURE

Begin this exercise with a discussion of what students think the society of the future will be like. You can limit future to the 1980's or the year 2000. Let students brainstorm future in areas of education, economics, health care, leisure activities, travel, etc. Their ideas should be recorded on the blackboard. (You might want to look over Future Shock or some other book predicting the future before beginning this exercise.) Then present the graphs on earnings and employment growth provided with this exercise. You will need to interject projections relative to your local area. This material might include economic projections used for planning by community program participants, current state employment figures, and projections of future manpower needs. Next, have students complete the worksheet "Let's Look Ahea . . . ."

SUPPLEMENTARY ACTIVITIES

1. Have students interview several of the old people in the community (they should be at least 75 years old), to see if they can tell them what society was like in the early 1900's.

2. Have students survey local planning methods in their municipal government, school district building plan, and county road construction.

Name _____ Date _____

LET'S LOOK AHEAD . . .

The United States in the Year 2000

Population	318 million
Employed labor force	122 million
Leisure-oriented society	Work-year 1,100 hours

Work day	7.5 hours
Working days per week	4
Working weeks per year	39
Legal holidays	10
Weekend days	3
Weeks per year vacation	13

Thus, in a leisure-oriented society one can spend:

40% of the week on a vocation

40% of the week on an avocation

20% (or more than one day a week) on neither--that is, just relaxing.

Directions:

Answer the following questions with your ideas of what the future will be like.

1. The year 2000 is still far in the future. But, if any of these forecasts are valid, many significant changes will occur between now and then. Can you think of any changes that may happen in the next five years that might affect your career plans?

LET'S LOOK AHEAD . . . . continued

2. You have participated in several activities at community resource sites involved in the Career Education Program. Do you think that significant changes will occur in these employer areas in the next five years? . . . or, maybe ten years?

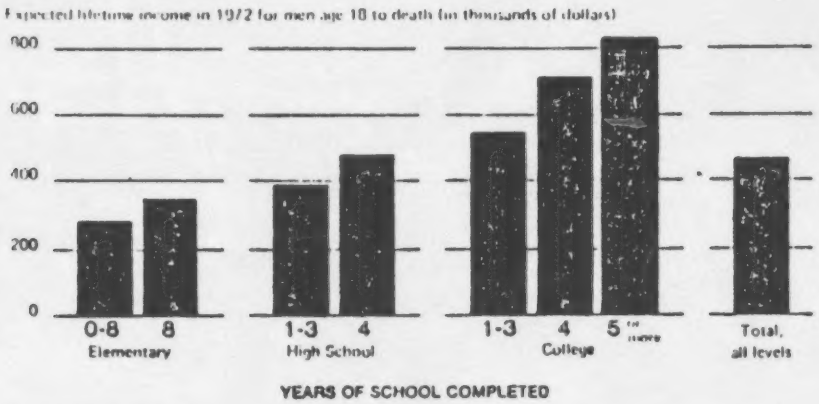
3. Do government publications tell you anything about potential changes in your interest area?

4. Getting back to leisure: How old will you be in the year 2000? _____ Knowing your own characteristics, does all that free time sound good to you? How do you think you would spend it?

FUTURE ESTIMATES

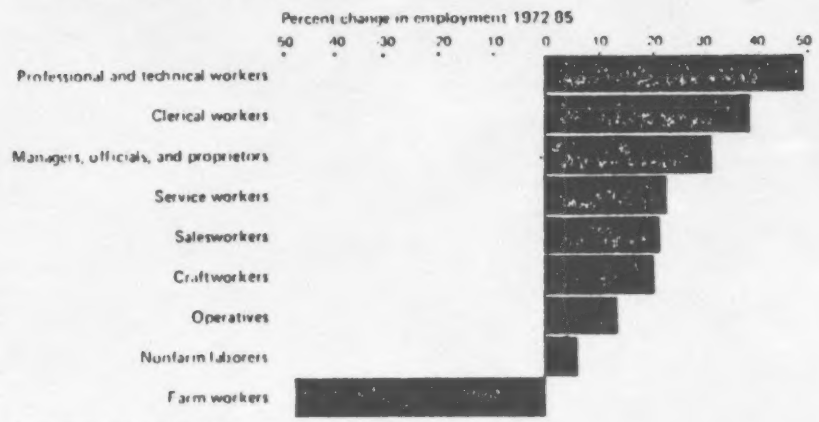
You have been asked to fantasize about what the world will look like in the near future. Experts in several fields have done the same thing. Here are some of their educated guesses.

Estimated Lifetime Earnings Tend to
Rise With Years of School Completed



Source: Bureau of the Census

Through the Mid 1980's Employment Growth
Will Vary Widely Among Occupations



Source: Bureau of Labor Statistics

BROAD PLANNING

Exercise 2. How Far Will You Go?

To the Group Leader:

OBJECTIVES

1. To permit students to fantasize how far they plan to go in their education and career choices within a ten-year time span.
2. To help students correlate fantasy with reality in terms of possible real-life events.

MATERIALS

Worksheet - "Time Line"

PROCEDURE

Explain to students that this exercise will involve them in projecting their career goal(s) over a ten-year period. They will have to think about how much education they will need to reach their goal(s) and what types of occupations related to their career goal(s) they might be involved in over a ten-year period. Remind them that their education might not be regular, full-time school, but part-time, special on-the-job or technical training. Have them complete the "Time Line" worksheet. To make this exercise more understandable, it might be a good idea for you to complete a Time Line of how you arrived at your present occupation. If this isn't feasible, you might present the example on the following page on the blackboard for your students to use as a guide.

Have the students answer the two questions on the worksheet after completing their Time Line.

SUPPLEMENTARY ACTIVITIES

Have students research entrance requirements for their occupational fantasies.

BROAD PLANNING/Exercise 2, continued

Time Line Example:

YOUR CAREER GOAL - SCHOOL LIBRARIAN

Education

1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
High School	Finish H.S., begin college				B.A. degree	Grad School		M.S. in Library Science		

Occupations related to goal

1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Help in H.S. library		Part-time job in college library		Summer job in community library	File clerk in office	Asst. Librarian in High School		Librarian in community library.		Librarian in elementary school

Name _____ Date _____

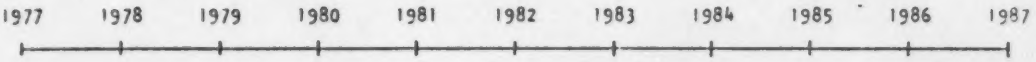
TIME LINE

Directions:

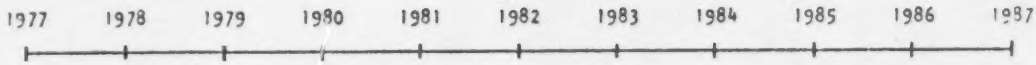
Let's fantasize a bit. Identify a career goal and then fantasize how far you'll have to go in education to reach that goal within the next ten years. Then fantasize what types of occupations you might be involved in over this period of time which will help you reach this goal.

My Career Goal: _____

Education



Occupations related to goal



TIME LINE, continued

1. What things can you do to make these predictions the kinds of events you want them to be?

2. What things might prevent you from making these predictions come true?

BROAD PLANNING

Exercise 3. Goal Setting

To the Group Leader:

OBJECTIVE

To assist students in establishing tentative career goals as a result of the Career Clarification Program.

MATERIALS

Poem - "Advice to Travelers"

Worksheet - "Goal Setting"

PROCEDURE

To introduce this exercise on goal setting, read aloud to the group the poem "Advice to Travelers" by Walker Gibson. Then explain to the students that once you have decided where you are and where you want to go, you have identified what success means to you. Next, you need to know how to establish the goals that are the milestones along the road to success. Tell the students that they are going to set some goals for the end of the year that they expect to accomplish as a result of participating in the Career Clarification Program. They are to work individually. This goal-setting exercise necessitates a great deal of thought and self-questioning. Assist students who are having difficulty in defining for themselves the range of information requested.

SUPPLEMENTARY ACTIVITIES

Have students choose a goal unrelated to the career education program (e.g., prom queen, student council president, football captain) and have them analyze the feasibility of achieving this goal in terms of people, things, time, and desirability. Then, identify the steps needed to achieve it.

ADVICE TO TRAVELERS

A burro once, sent by express,
His shipping ticket on his bridle,
Ate up his name and his address,
And in some warehouse, standing idle,
He waited till he like to died.
The moral hardly needs the showing:
Don't keep things locked up deep inside;
Say who you are and where you're going.

Walker Gibson

Name _____ Date _____

GOAL SETTING

THINK IN TERMS OF WHAT YOU ARE DOING IN THE CAREER CLARIFICATION PROGRAM.

You are involved in many resource-site activities.

You are active in academic activities.

1. What do you expect to be able to do by the end of the year as an outcome of these two experiences?

   RESOURCE-SITE ACTIVITIES:

   ACADEMIC PROGRAM:

   In terms of these outcomes, answer the following:

2. Are the outcomes understandable? Identify the first step or two that you must undertake to achieve it.

3. Are they believable? Based on your past performance, can you do it? Do you really want to do it?

4. Are they achievable? Based upon what you know about what the program is trying to do, can you accomplish these outcomes?

GOAL SETTING, continued

5. Are they controllable? What do you need to accomplish these outcomes in terms of people, things, time, etc.? Are they available? How much are your expectations based upon other people?

6. Are they measurable? How will you know when you have accomplished these outcomes?

7. Are the outcomes desirable? Again, do you really want these outcomes? Or, do you feel you would want them? What are you prepared to give up to achieve them?

8. You have approached these outcomes from many directions so you may now have different feelings about them. Please state below what you expect to be able to do by the end of the year as a result of being a part of the:

   RESOURCE-SITE ACTIVITIES:

   ACADEMIC PROGRAM:

BROAD PLANNING

Exercise 4. Planning for the Future

To the Group Leader:

OBJECTIVES

1. To acquaint students with the diversity of ways in which people plan and prepare for the future.
2. To have students describe how they are planning for the future.

MATERIALS

Worksheet - "Planning for the Future"

PROCEDURE

Have students complete the worksheet "Planning for the Future." (They might review Exercise 1, Let's Look Ahead, to see what future society may be like.) Then have students share with the group the different ways in which they're planning to meet their career goals in the future.

SUPPLEMENTARY ACTIVITIES

1. Have students investigate different health-care plans to see how flexible they will be for future needs.
2. Have students visit area banks to examine different savings plans offered by banks to see how these plans may change to meet future economic needs.

Name _____ Date _____

PLANNING FOR THE FUTURE

We all think and plan for the future . . . but, we all do it differently!

1. How would you describe the manner in which you are planning to meet your career goals for the years ahead?

2. What parts of the plan are not under your control?

BROAD PLANNING

Exercise 5. The Action Plan

To the Group Leader:

OBJECTIVES

1. To facilitate student construction of an action plan to achieve future career goals.
2. To acquaint students with the fact that action plans must be flexible and able to accommodate changing conditions.

MATERIALS

Worksheet - "The Action Plan"

Worksheet - "Summary of My Action Plan, Parts 1 and 2"

PROCEDURE

Have students review the "Goal Setting" exercise, looking especially at their responses to Question 8. Have any of them changed their goal since filling out that exercise? Then, have the students work through the exercises and detail an action plan to achieve their goals. This lengthy exercise will extend over several periods and should be viewed as the culminating activity in this segment of the program. Remember that it is the process of goal setting that we are after and if any students are uncomfortable with using the goal they set in orientation, allow them to choose another short-term goal they would like to set for themselves (i.e., an "A" in Biology, a scouting merit badge, etc.). Students should be reminded frequently that their action plans should be flexible and able to accommodate changing conditions. It is to be expected that people change as they grow. Sometimes you can plan on change and sometimes it is unexpected. Group discussions may be utilized to clarify elements of individual plans when students are confronted with common problems.

BROAD PLANNING/Exercise 5, continued

SUPPLEMENTARY ACTIVITIES

Discuss with students the possibility of identifying alternative ways to meet future career goals. Have students identify possible alternative ways to meet career goals.

Name _____ Date _____

THE ACTION PLAN

Directions:

You have stated some GOALS that you wish to achieve by the end of this program (refer to "Goal Setting" exercise). Examine them and start thinking about a plan to achieve them.

The GOALS you have set for yourself are:

To reach these goals, what must you know about:

YOURSELF?

THE PROGRAM?

YOUR PAST PERFORMANCES?

THE ACTION PLAN, continued

TIME (academic work, part-time work, social activities, etc.)?

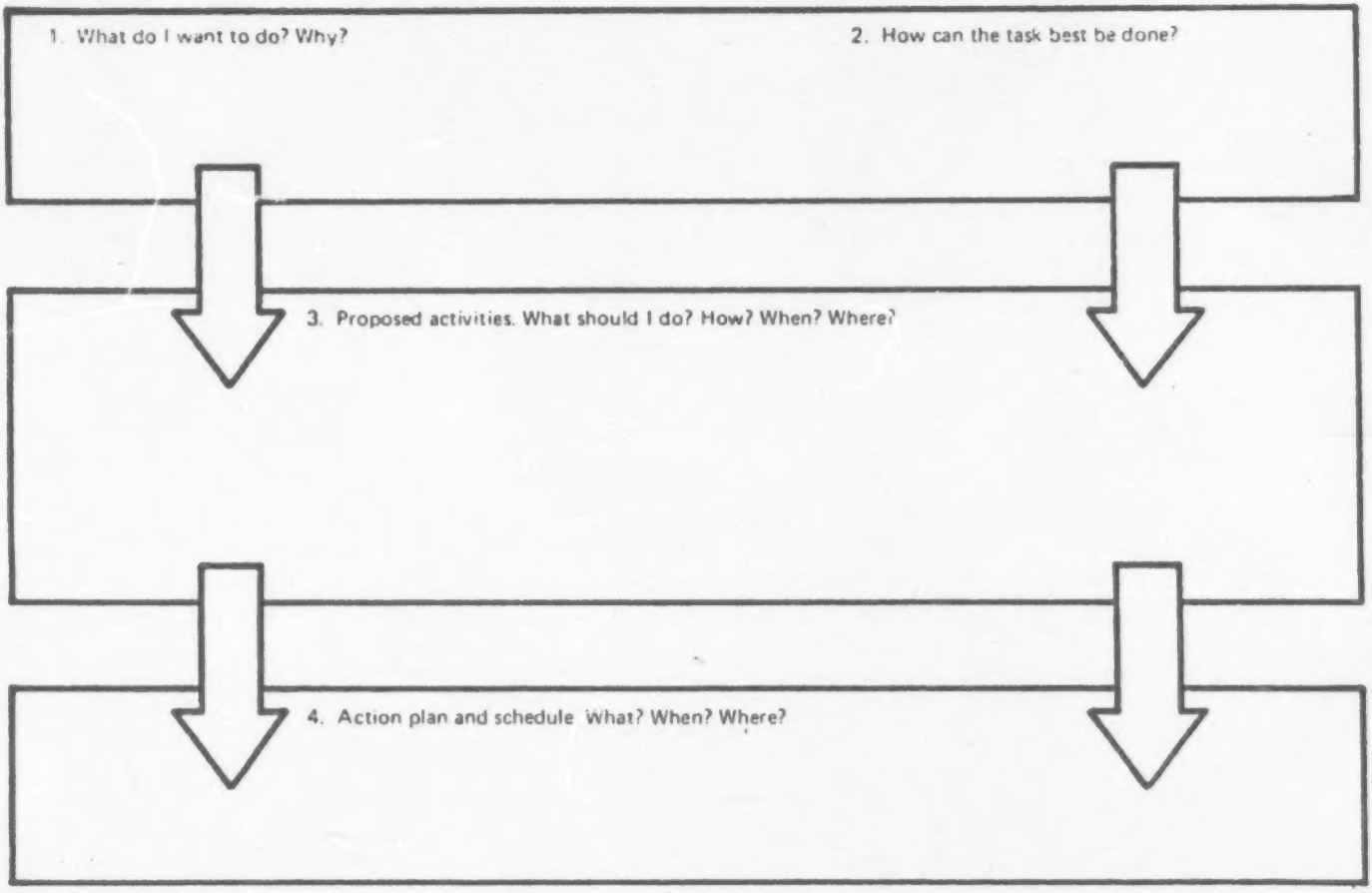
OTHER PEOPLE?

RESPONSIBILITIES?

PROBLEMS?

Name _____ Date _____

SUMMARY OF MY ACTION PLAN, Part I


1. What do I want to do? Why?
2. How can the task best be done?
3. Proposed activities. What should I do? How? When? Where?
4. Action plan and schedule What? When? Where?

Name _____ Date _____

SUMMARY OF MY ACTION PLAN, Part 2

THE RED FLAG

To the railroad engineer, the red flag is a sign of danger. In implementing your ACTION PLAN, you need to know if you are going "wrong" in sufficient time to take corrective action. Take time now to consider where some of these "red flag" areas may be in your plan.

Basic Elements	What is likely to go wrong?	How and when will I know?	What will I do?
TIME			
PEOPLE			
ACTIVITIES			
SELF-INTEREST			

SECTION EIGHT

LEARNING STYLE

Activity

Students enrolled in the RBS/EBCE program need to understand the conditions in which they can learn most effectively. The following Learning Style Questionnaire will help identify the learning environment which is appropriate for the individual student.

1. Respond to all the statements on the enclosed Learning Style Questionnaire. Score the questionnaire and obtain a Learning Style Profile for yourself. Discuss the results with a friend to determine if the profile adequately described your learning style needs.

Learning Style Questionnaire

Name _____ Class _____ Date _____ Teacher _____

Directions: Answer *True* or *False* to each of the following questions. Counselor _____

I. Environmental Stimuli

A. Sound

	True	False
1. I study best when it is quiet.	____	____
2. I can work with a little noise.	____	____
3. I can block out noise when I work.	____	____
4. Noise usually keeps me from concentrating.	____	____
5. Most of the time I like to work with soft music.	____	____
6. I can work with any kind of music.	____	____
7. I often like to work with rock music playing.	____	____
8. Music makes it difficult for me to work.	____	____
9. I can work if people talk quietly.	____	____
10. I can study when people talk.	____	____
11. I can block out most sound when I study.	____	____
12. It's difficult to block out TV when I work.	____	____
13. Noise bothers me when I am studying.	____	____

B. Light

	True	False
1. I like studying with lots of light.	____	____
2. I study best when the lights are low.	____	____
3. I like to read outdoors.	____	____
4. I can study for a short time if the lights are low.	____	____
5. When I study I put all the lights on.	____	____
6. I often read in dim light.	____	____
7. I usually study under a shaded lamp while the rest of the room is dim.	____	____

C. Temperature

	True	False
1. I can concentrate if I'm warm.	____	____
2. I can concentrate if I'm cold.	____	____
3. I usually feel colder than most people.	____	____
4. I usually feel warmer than most people.	____	____
5. I like the summer.	____	____
6. When it's cold outside I like to stay in.	____	____
7. When it's hot outside I like to stay in.	____	____
8. When it's hot outside I go outside.	____	____
9. When it's cold outside I go outside.	____	____
10. I find extreme heat or cold uncomfortable.	____	____
11. I like the winter.	____	____

D. Design

	True	False
1. When I study I like to sit on the floor.	____	____
2. When I study I like to sit on a soft chair or couch.	____	____
3. When I study I feel sleepy unless I sit on a hard chair.	____	____
4. I find it difficult to study at school.	____	____
5. I finish all my homework at home.	____	____
6. I always study for tests at home.	____	____
7. I finish all my homework in school.	____	____
8. I find it difficult to concentrate on my studies at home.	____	____
9. I work best in a library.	____	____
10. I can study almost anywhere.	____	____
11. I like to study in bed.	____	____
12. I like to study on carpeting or rugs.	____	____
13. I can study on the floor, in a chair, on a couch, and at my desk.	____	____
14. I often study in the bathroom.	____	____

II. Emotional Stimuli

A. Motivation Toward School Work	True	False
1. I feel good when I do well in school.	____	____
2. I feel good making my mother or father proud of me when I do well in school.	____	____
3. My teacher feels good when I do well in school.	____	____
4. Grown-ups are pleased if I bring home good reports.	____	____
5. Grown-ups are pleased when I do well in school.	____	____
6. I like making someone feel proud of me.	____	____
7. I am embarrassed when my grades are poor.	____	____
8. It is more important to me to do well in things that happen out of school than in my school work.	____	____
9. I like making my teacher proud of me.	____	____
10. Nobody really cares if I do well in school.	____	____
11. My teacher cares about me.	____	____
12. My mother cares about my grades.	____	____
13. My father cares about my grades.	____	____
14. My teacher cares about my grades.	____	____
15. Somebody cares about my grades in school.	____	____
16. I want to get good grades for me!	____	____
17. I am happy when I do well in school.	____	____
18. I feel bad and work less when my grades are bad.	____	____
19. I feel happy and proud when my marks are good.	____	____
20. There are many things I like doing better than going to school.	____	____
21. I love to learn new things.	____	____
22. A good education will help me to get a good job.	____	____

B. Persistence	True	False
1. I try to finish what I start.	____	____
2. I usually finish what I start.	____	____
3. I sometimes lose interest in things I began to do and then stop doing them.	____	____
4. I rarely finish things that I start.	____	____
5. I usually remember to finish my homework.	____	____
6. I often have to be reminded to do my homework.	____	____
7. I often forget to do or finish my homework.	____	____
8. I often get tired of doing things and want to start something new.	____	____
9. I usually like to finish things that I start.	____	____
10. My teacher is always telling me to finish what I'm supposed to do.	____	____
11. My parent(s) remind me to finish things I have been told to do.	____	____
12. Other grown-ups tell me to finish things that I have started.	____	____
13. Somebody's always reminding me to do something!	____	____
14. I often get tired of doing things.	____	____
15. I often want help in finishing things.	____	____
16. I like getting things done!	____	____
17. I like to get things done so I can start something new.	____	____
18. I remember on my own to get things done.	____	____

C. Responsibility

	True	False
1. I think I am responsible.	____	____
2. People tell me that I am responsible.	____	____
3. I always do what I promise to do.	____	____
4. People say that I do what I said I would do.	____	____
5. I do keep my promises most of the time.	____	____
6. I have to be reminded over and over again to do the things I've been told to do.	____	____
7. If my teacher tells me to do something I try to do it.	____	____
8. I keep forgetting to do the things I've been told to do.	____	____
9. I remember to do what I'm told.	____	____
10. People keep reminding me to do things.	____	____
11. I like doing what I'm supposed to do.	____	____
12. Promises have to be kept.	____	____
13. I have to be reminded often to do something.	____	____

D. Structure

	True	False
1. I like to be told exactly what to do.	____	____
2. I like to be able to do things in my own way.	____	____
3. I like to be given choices of how I can do things.	____	____
4. I like to be able to work things out for myself.	____	____
5. I like other people to tell me how to do things.	____	____
6. I do better if I know my work is going to be checked.	____	____
7. I do the best I can whether or not the teacher will check my work.	____	____
8. I hate working hard on something that isn't checked by the teacher.	____	____
9. I like to be given clear directions when starting new projects.	____	____

III. Sociological Stimuli

A. When I really have a lot of studying to do:

	True	False
1. I like to work alone.	____	____
2. I like to work with my good friend.	____	____
3. I like to work with a couple of my friends.	____	____
4. I like to work in a group of five or six classmates.	____	____
5. I like to work with an adult.	____	____
6. I like to work with a friend but to have an adult nearby.	____	____
7. I like to work with a couple of friends but have an adult nearby.	____	____
8. I like adults nearby when I'm working alone or with a friend.	____	____
9. I like adults to stay away until my friends and I complete our work.	____	____

B. The thing I like doing best, I do:

	True	False
1. alone.	____	____
2. with one friend.	____	____
3. with a couple of friends.	____	____
4. with a group of friends.	____	____
5. with a grown-up.	____	____
6. with several grown-ups.	____	____
7. with friends and grown-ups.	____	____
8. with a member of my family who is not a grown-up.	____	____

IV. Physical

A. Perceptual Preferences

	True	False
1. If I have to learn something new, I like to learn about it by:		
a. reading a book.	____	____
b. hearing a record.	____	____
c. hearing a tape.	____	____
d. seeing a filmstrip.	____	____
e. seeing and hearing a movie.	____	____
f. looking at pictures and having someone explain them.	____	____
g. hearing my teacher tell me.	____	____
h. playing games.	____	____
i. going someplace and seeing for myself.	____	____
j. having someone show me.	____	____
2. The things I remember best are the things:		
a. my teacher tells me.	____	____
b. someone other than my teacher tells me.	____	____
c. someone shows me.	____	____
d. I learned about on trips.	____	____
e. I read.	____	____
f. I heard on records.	____	____
g. I heard on the radio.	____	____
h. I saw on television.	____	____
i. I wrote stories about.	____	____
j. I saw in a movie.	____	____
k. I tried or worked on.	____	____
l. my friends and I talked about.	____	____
3. I really like to:		
a. read books, magazines, or newspapers.	____	____
b. see movies.	____	____
c. listen to records.	____	____
d. make tapes on a tape recorder.	____	____
e. draw.	____	____
f. look at pictures.	____	____
g. play games.	____	____
h. talk to people.		
i. listen to people talk.		
j. listen to the radio.		
k. watch television.		
l. go on trips.		
m. learn new things.		

A. Perceptual Preferences (con't)

	True	False
n. study with friends.	____	____
o. build things.	____	____
p. do experiments	____	____
q. take pictures or movies.	____	____
r. use typewriters, computers, calculators or other machines.	____	____
s. go to the library.	____	____
t. trace things in sand.	____	____
u. mold things with my hands.	____	____

B. Intake

1. I like to eat or drink, or chew while I study.	____	____
2. I dislike eating or drinking, or chewing while I study.	____	____
3. While I'm studying I like to:		
a. eat.	____	____
b. drink.	____	____
c. chew gum.	____	____
d. nibble on snacks.	____	____
e. eat candy.	____	____
4. I can eat, drink, or chew only after I finish studying.	____	____
5. I usually eat or drink when I'm nervous or upset.	____	____
6. I hardly ever eat when I'm nervous or upset.	____	____
7. I could study better if I could eat while I'm learning.	____	____
8. While I'm learning, eating something would distract me.	____	____
9. I often catch myself chewing on a pencil as I study.	____	____

C. Time	True	False
1. I hate to get up in the morning.	____	____
2. I hate to go to sleep at night.	____	____
3. I could sleep all morning.	____	____
4. I stay awake for a long time after I get into bed.	____	____
5. I feel wide awake after 10:00 in the morning.	____	____
6. If I stay up very late at night I get too sleepy to remember anything.	____	____
7. I feel sleepy after lunch.	____	____
8. When I have homework to do, I like to get up early in the morning to do it.	____	____
9. When I can, I do my homework in the afternoon.	____	____
10. I usually start my homework after dinner.	____	____
11. I could stay up all night.	____	____
12. I wish school would start near lunch time.	____	____
13. I wish I could stay home during the day and go to school at night.	____	____
14. I like going to school in the morning.	____	____
15. I can remember things when I study them:		
a. in the morning.	____	____
b. at lunchtime.	____	____
c. in the afternoon.	____	____
d. before dinner.	____	____
e. after dinner.	____	____
f. late at night.	____	____

D. Mobility	True	False
1. When I study I often get up to do something (like take a drink, get a cookie, etc.) and then return to work.	____	____
2. When I study, I stay with it until I am finished and then I get up.	____	____
3. It's difficult for me to sit in one place for a long time.	____	____
4. I often change my position when I work.	____	____
5. I can sit in one place for a long time.	____	____
6. I constantly change position in my chair.	____	____
7. I can work best for short amounts of time with breaks in between.	____	____
8. I like getting my work done and over with.	____	____
9. I like to work a little, stop, return to the work, stop, return to it again, and so forth.	____	____
10. I like to stick to a job and finish it in one sitting if I can.	____	____
11. I leave most jobs for the last minute and then have to work on them from beginning to end.	____	____
12. I do most of my jobs a little at a time and eventually get them done.	____	____
13. I enjoy doing something over and over again when I know how to do it well.	____	____
14. I like familiar friends and places.	____	____
15. New jobs and subjects make me nervous.	____	____

Rita Dunn and Kenneth Dunn, Educator's Self-Teaching Guide to Individualizing Instructional Programs (West Nyack, N.Y.: Parker Publishing Company, 1975), pp. 95-110.

Learning Style Profile

Name _____ Teacher _____ School _____

Grade _____ Counselor _____ Date _____

Comments Based on Highest Ratios Noted on Questionnaire

I. *Environmental*

Sound _____

Light _____

Temperature _____

Design _____

II. *Emotional*

Motivation _____

Persistence _____

Responsibility _____

Structure _____

III. *Sociological*

Appears to Work Best With:

1. _____

2. _____

3. _____

IV. *Physical*

Perceptual Preferences _____

Nutritional Intake _____

Time _____

Mobility _____

Checked by _____

SCORING FOR LEARNING PROFILE QUESTIONNAIRE

Directions:

Total the number of trues and falses for each column. Fill in the top half of the fraction. Follow these instructions for all categories.

Environmental Stimuli:

A. Sound

Needs Quiet		Sound Is Acceptable	
True	False	True	False
7	7	8	5

Consistency Key: (For the teacher)

Needs Silent or Quiet Areas		Sound Is Acceptable or Desirable	
True	False	True	False
1			1
2		2	
	3	3	
4			4
	5	5	
	6	6	
	7	7	
8			8
	9	9	
	10	10	
	11	11	
12			12
13			13

B. Light

Requires a Great Deal of Light	Requires Low Light	Light Not a Factor	
True	True	True	False
4	3	6	6

Consistency Key:

Requires a Great Deal of Light	Requires Low Light	Light Not a Factor
True	True	Light is probably not a factor if six or seven questions are marked either all true or all false.
1	2	
3	6	
4	7	
5		

C. Temperature

Totals:

Needs Cool Environment	Needs Warm Environment	Temperature Not a Factor
True	True	True
5	5	5

Consistency Key:

Needs Cool Environment	Needs Warm Environment	Only Temperature Extremes Are a Factor
True	True	True
2	1	3-4
4	3	6-7
7	5	10
9	6	
11	8	

(Divided or paired (3 and 4; 6 and 7) answers may indicate that temperature is not a factor)

D. Design

Totals:

Requires Formal Design	Requires Informal Design	Design Not Important
True	True	True
4	9	2

Consistency Key

Requires Formality	Requires Informality	Design Not Important
True	True	True
3	1	10
7	2	13
8	4	
9	5	
	6	
	10	
	11	
	12	
	14	

II Emotional Stimuli

A. Motivation Toward School Work

Totals:

Self-Motivated	Adult-Motivated	Teacher-Motivated	Unmotivated
True	True	True	True
6	8	7	4

Consistency Key

Self-Motivated	Adult-Motivated	Teacher-Motivated	Relatively Less School Motivated
True	True	True	True
1	2	3	8
16	4	6	10
17	5	7	18
19	6	9	20
21	7	11	
22	12	14	
	13	15	
	15		

B. Persistence

Totals:

Persistent	Not Persistent
True	True
7	11

Consistency Key:

Persistent	Not Persistent
True	True
1	3
2	4
5	6
9	8
16	10
17	11
18	12
	13
	14
	15

C. Responsibility

Totals:

Responsible	Not Very Responsible
True	True
9	4

Consistency

Responsible	Not Very Responsible
True	True
1	6
2	8
3	10
4	13
5	
7	
9	
11	
12	

D. Structure

Totals:

Needs Structure	Needs Little Structure
True	True
5	5

Consistency Key:

Needs Structure	Needs Little Structure
True	True
1	2
5	3
6	4
8	7
9	8

(Four or five answers in both columns may indicate that structure or the lack of it is not necessarily a factor.)

III Sociological Stimuli

Totals: Prefers Learning, Working, Studying or Doing

Alone	One Peer	Two Peers	Several Peers	With Adults	Combined
True	True	True	True	True	True
3	4	3	3	3	4

Consistency Key: Prefers Learning, Working, Studying or Doing

Alone	One Peer	Two Peers	Several Peers	With Adults	Combined
True	True	True	True	True	True
A1	A2	A3	A4	A5	A6
A8	B2	B3	B4	B5	B7
B1	A8	A9	A9	B6	A7
	B8				A8

IV Physical

A. Perceptual Preferences

Totals:

Auditory	Visual	Tactile	Kinesthetic
True	True	True	True
16	15	6	9

Consistency Key:

Auditory	Visual	Tactile	Kinesthetic
True	True	True	True
1b	1a	1h	1i
1c	1d	2i	2d
1e	1e	3e	2k
1f	1f	3o	3g
1g	1h	3t	3d
2a	1j	3u	3l
2b	2c		3p
2f	2e		3q
2g	2h		3r
2h	2j		
2i	3a		
3c	3f		
3h	3b		
3l	3k		
3j	3s		
3n			

B. Intake

Totals:

Requires Intake	Does Not Require Intake
True	True
9	4

Consistency Key:

Requires Intake	Does Not Require Intake
True	True
1	2
3a-e	4
5	6
7	8
9	

C. Time

Totals: Functions Best

Early Morning		Late Morning		Afternoon		Evening	
True	False	True	False	True	False	True	False
3	7	3	7	6	5	8	3

Consistency Key: Preferred Functioning Time

Early Morning		Late Morning		Afternoon		Evening	
True	False	True	False	True	False	True	False
8	1	5	3	3	7	2	6
14	3	12	8	5	8	4	8
15a	5	15b	9	9	11	5	14
	10		10	12	13	10	
	11		11	15c	14	11	
	12		13	15d		13	
	13		14			15e	
						15f	

(A fairly equal distribution among all four categories usually indicates that the time of day or night is not an important factor.)

D. Mobility

Totals:

Needs Mobility	Does not Need Mobility
True	True
7	8

Consistency Key:

Needs Mobility	Does not Need Mobility
True	True
1	2
3	5
4	8
6	10
7	11
9	13
12	14
	15

Rita Dunn and Kenneth Dunn, Educator's Self-Teaching Guide to Individualizing Instructional Programs (West Nyack, N.Y.: Parker Publishing Company, 1975), pp. 95-110.